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ABSTRACT

The study focused on the differences and similarities between present presidents of two-year colleges and those who resigned during 1970-74. The report opens with a discussion of the theoretical question: What makes a successful two-year college president? Survey questionnaires were sent to 326 present presidents (235 responded) and 222 former presidents (148 responded). Information was collected for the following areas: (1) demographic considerations, (2) roles of two-year college presidents, (3) influence of presidents on selected college factors, (4) college orientation perceptions of presidents, (5) decision making activities of presidents, (6) work schedules of presidents, and (7) status of former presidents. The responses of present and past presidents to each question are tabulated and discussed at length. The author notes a tendency for former presidents to perceive themselves as having more influence on matters than do present presidents. They were also more likely to assign first ranking to vocational studies, which was ranked second by present presidents. A list of references is included. The questionnaires and letters sent to present and former presidents and State directors of two-year colleges are appended. (EC)

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THE COMMUNITY JUNIOR COLLEGE PRESIDENCY: AN INQUIRY

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THE COMMUNITY JUNIOR COLLEGE PRESIDENCY: AN INQUIRY

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The Pennsylvania State University
University Park, Pennsylvania

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PREFACE

This monograph is the outcome of a study of the community junior college presidency. One of the major concerns in the conduct of this investigation was to identify differences and similarities between present two-year college presidents and individuals who have resigned from such posts between 1970-74.

Prior to designing the questionnaires, a review of the literature regarding the college presidency was conducted by the investigator. The salient observations of this search are incorporated in Chapter I. A strong undercurrent of ambiguity emerged out of this examination, along with a broad conceptualization of the study's overall design.

The study is dichotomized into two samples: present presidents and former presidents. The first section of Chapter II describes the design of this investigation. Data was solicited from each sample regarding demographic characteristics, their perceptions regarding presidential roles, influence, college orientation, decision-making, and work schedules. In addition, data on the whereabouts of former presidents was obtained

The Chapters II through VIII describe these items and the findings related to them. A commentary is provided as the closing chapter of the monograph. The questionnaires and form letters utilized in the effort are included in the Appendices for the benefit of those who are interested in the more technical aspects of the effort.

The author embarked on this study in response to a personal desire to look into the community college presidency. The presidency is a cluster of contractions: it's lonely yet highly social, demands decision-making yet remains ambiguous, is a prestigious position yet a controversial one, is a rewarding and yet an exasperating task. One would have little difficulty in drawing an analogy with a synergetic love-hate relationship. The two-year college presidency is enigmatic yet intriguing, and it is hoped this monograph contributes in some small way to our knowledge and appreciation of it.

A note of appreciation is offered to several persons who have helped this effort along the way. I relied upon two graduate assistants, Edward Mann and Kirby Yung, for the conduct of the many computer readouts. A special thanks is extended to Kathy Spicer, for her great patience and even greater diligence in typing this manuscript and in the preparation of the figures contained herein. And finally, I express my appreciation to all those who suffered through my many expositions regarding this effort. All errors in this monograph are to be attributed to me.

Angelo C. Gilli, Sr.
January, 1976

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I

What Makes A Successful Two-Year College President?
A Theoretical Question

A. Introduction

The two-year college presidency, although frequently alluded to in the literature, has not received the kind and amount of research attention needed if we are to understand the position and its roles. The amount of knowledge presently known about the presidency is analogous to an iceberg in that there is more in the realm of the unknown than in the known. This is understandable in that the two-year college movement did not become a major component in the higher education system of the United States until after World War II. The major emphasis behind the movement originated with and is presently maintained by the public community junior college sector, which has experienced phenomenal growth, particularly during the 1960's. For this reason, the study conducted by this author has focused upon a scientifically selected group of present and former community junior college presidents.

This chapter relies heavily upon the available literature which describes studies and writings concerning the college presidency, with an attempt to focus on those aspects that are most applicable to the two-year college president. Much of the existing literature is concerned with senior college and university presidents, but does provide some theoretical bases for establishing a generalized model of the two-year college presidency. The position is most often created, filled, and vacated by order of (or pressure from) "the governing board" (commonly known as trustees or regents in most places.) This author knows of no community junior college which has acquired a president by virtue of a popular vote by the faculty. Although various screening mechanisms have been used to facilitate the sorting out of candidates, it appears that such devices serve primarily to relieve the board of governance of the "nitty gritty" and routine aspects of sifting through a deluge of applications to identify those deemed most qualified. At the same time, this approach also provides a cosmetic appearance of a democratic procedure going on in the selection of the presidency, while in fact it is usually a meritocratic process. Once this part of the searching task is completed by a group of faculty and administrators (and sometimes students), the real power group (i.e., the board of regents or trustees) review the three to six most attractive candidates submitted, from which they arrive at a choice in accordance with a set of criteria established by themselves. The original search committee sometimes establishes its own criteria for sorting presidential candidates which can be considerably different than those used by the board of governance when they make the final selection. Such discrepancies, while altogether normal in that both groups (i.e., the search committee, and board of trustees) each feel that they can operate most effectively only with a high degree of autonomy, sometimes establishes a setting which introduces tensions for the new president almost before he assumes his new position. The board of trustees fully want him (or her) to fulfill their expectations and the other elements they perceive as being within purview of the president's responsibility. Simultaneously, the president is looked to by students, faculty, other administrators, trustees, business-industrial groups, and the community at large as the college's agent to serve their respective needs and interests relevant to the two-year college. There is invariably many contradictory demands made upon the office and the man who occupies it, which is natural in view of the many and varied groups and individuals who seek something from the two-year college. The manner in which the president deals with each of these individually, and ultimately all of them collectively, has much to do with whether or not he is perceived (by others as well as by himself) as a "successful" president. Those considered successful are among those who continue to hold the position, while the nonsuccessful either elect to leave the position or are asked to resign the presidency by the governing board. On the other hand, some "undesirable" presidents do arrange to retain their positions in spite of their lack of popularity--therefore merely holding on to the presidency is not necessarily synonymous with being a successful one.

One can conjecture about the ingredients that comprise the equation for a successful presidency, it certainly includes a complex array of factors, each having a great amount of variability. Therefore, it is deemed foolhardy by some to even consider the possibility of establishing such a formula. On the other hand, if the two-year college presidency is ever going to be understood, then some well designed attempts at identifying some of the components within the context of the position need to be made. Also, as a point of reference, the same factors as they have been perceived and have affected former presidents (and their tenure of office) should be studied. It is hoped the perceived differences between these two (i.e., present and former presidents) will lead to a greater understanding of what breeds a successful two-year college president and what actions enabled him to persist in office.

Among the components that most surely affect the presidency are students, faculty, other administrators, board of governance, the curricula, financial and facilities management, the community as a whole, and the president's perceptions of the two-year college movement. The degree of variance in each of these is indeed great and possible combinations within them are virtually countless. Added to this is the personality and background of the president. His sundry official actions with regard to all of these determine his role as president. Faced with such a complex situation, one must resort to a considerable extent to ex post facto type empiricism in our attempts to better understand the presidency. The first step in such an inquiry and the extent of this chapter is to search out those things already known about the position. Other portions of this book examine the literature with regard to former presidents (arbitrarily identified as nonpersisting presidents in this work), and the demographic characteristics of both present and former two-year college chief administrators.

B. Some General Two-Year College Governance Considerations

The administrative structure of the two-year college is usually very visible for several reasons: First of all, the administrative offices serve as a vestibule for outsiders who seek to make contact with the institution. In addition to this, the administration serves a coordinating and implementation function which results in it being a focal point for interaction of internal and external activities. And thirdly, each administrative office is usually provided with a descriptive title to accompany its assigned responsibilities, which provides even greater visibility to the administration as a whole. The centralization of power within the administration is a planned outcome of its highly organized structure. Faculty and students do not exercise substantial power in an institution until they form themselves into organizational structures that are somewhat similar in pattern to those used by the administration. Faculty unions are an excellent example of this fact.

There have been attempts to distinguish between traditional bureaucratic structures and another administrative configuration which may be called the participative model (Richardson, et al., 1972). But even this model contains much of the traditional structural elements within it.

There are a set of factors within educational institutions which set them apart from other types of organizations. These elements relate to the three distinct internal constituencies within a college: students, faculty, and the administration. The four primary groups involved with governance of two-year colleges are the trustees, administrators, faculty, and students. The governance structure of most colleges can be depicted by organizational charts of one kind or another. While such devices are valuable in that they illustrate relationships between positions, they fall considerably short of describing all interactions that actually go on. One thing the organizational charts fail to do is to point out the many internal communications between persons in various positions, since the common organizational charts shows each position within the chart as reporting to only one position above and receiving information from one position below in the chain of command. This restriction is partially true in many bureaucratic models and is indicative of inflexible organizational management.

Most two-year college administrative organizations are basically pyramidal in shape with the president at the apex and students at the bottom (see Figure 1-1). Organizational charts do display the channels through which ordinary communications flow in the college.

A less traditional organizational chart, called a participational model, has been suggested (Richardson, et al., 1972). It can be illustrated by a number of blocks associated with three administrative levels and several bidirectional lines (see Figure 1-2). Level one is associated with the administrative function and included within it are such activities and concerns as establishment and pursuit of institutional goals, institutional environment, staff development, procurement and allocation of financial resources. The second level encompasses four generic service areas: a) business, b) administrative, c) instructional and d) student personnel. There are a number of elements contained within each of the service areas. The business services would include accounting and payroll, physical plant, nonprofessional personnel, purchasing, food service, and bookstore. Found within the rubric of administrative services would be: management, information services, institutional research, developmental services, public relations, alumni affairs, and publications. The instructional area would encompass: college parallel programs, vocational programs, basic education programs, continuing and adult education programs, learning resources, professional personnel. The fourth service area, student personnel services, would deal with activities akin to admissions, record keeping, counseling, financial aid, placement, health services, student union activities, and athletics. The third administrative level within the participational organizational model is the organization

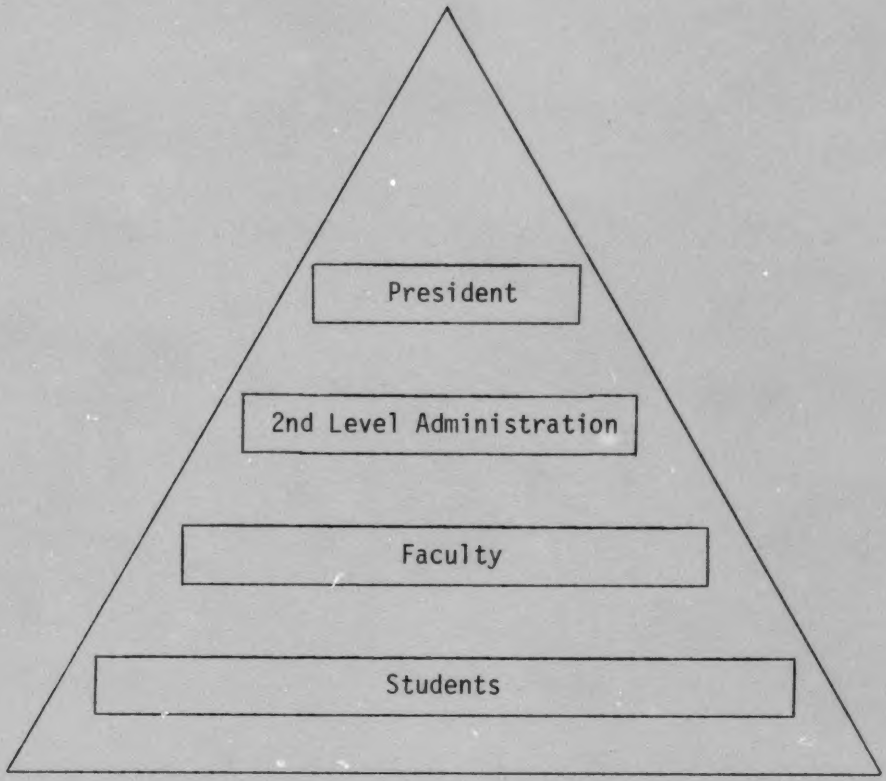
President
2nd Level Administration
Faculty
Students

Figure 1-1. Traditional Pyramidal Organization Chart

of college professionals and is subdivided into divisions and departments (or programs). Even in this organizational model, practical two-way communication channels are formally established only between certain blocks in the diagram (see Figure 1-2).

One observer (Ikenberry, 1971) has identified six trends in the changes going on within the organizational and governance traditions of colleges. They are: a reduction in individual (i.e., administrators, faculty, and students) and institutional autonomy; increased regularization (mostly from the state level); more candid recognition and management of conflict (largely due to emergence of faculty unions in two-year colleges); greater decentralization; emerging challenges to professional values (example, in many states it is no longer illegal or unethical for faculty to strike); and a reduction in the so called academic mystique (the professor and a college education are less revered than in the past). These trends have resulted in a clear cut demand for adjustments in college structure and organization if these changes are to be more effectively dealt with.

Theories on organizational behavior seem to follow a cyclical pattern, with a new cycle starting at the time an existing practice approaches obsolescence. Five states of this cyclical pattern have been identified and they are as follows (Richardson, 1974): functional theory; dysfunctional theory; crisis; model formulation; and model testing.

Presidential authority in recent years has been limited by student activism and collective bargaining legislation. While the former has not been a major issue in most two-year colleges, the later certainly has. Both these types of events have been reactions to governance under

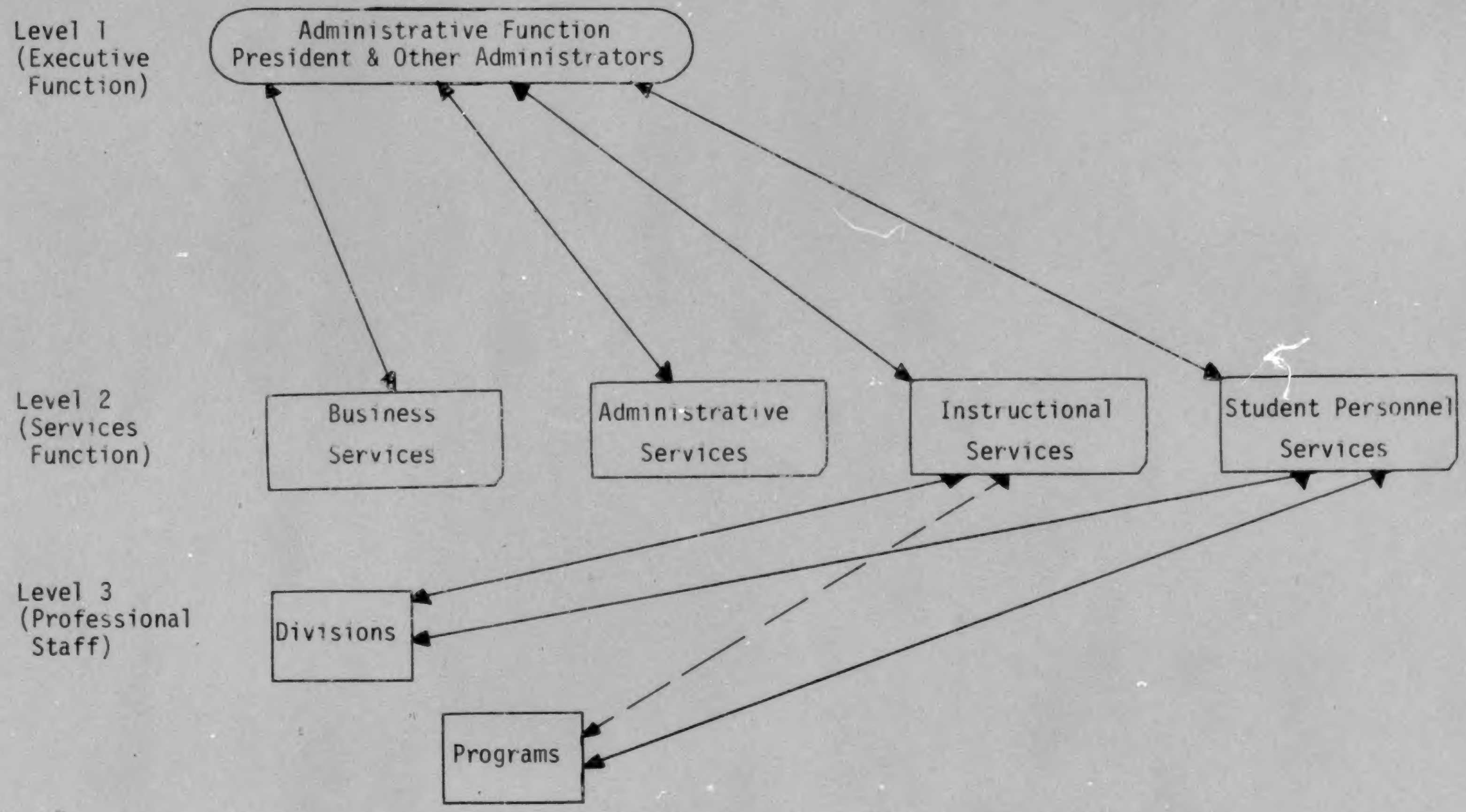
Level 1
(Executive Function)
Administrative Function
President & Other Administrators
Level 2
(Services Function)
Business Services
Administrative Services
Instructional Services
Student Personnel Services
Level 3
(Professional Staff)
Divisions
Programs

Figure 1-2. The Participational Model

the traditional bureaucratic college model. A second traditional model which is obsolete, particularly within the rubric of the two-year college movement is one in which the college is viewed as a community of scholars (or a collegium). A third and more recent model is the political mode. In this version, pressures originating in the social elements of the college environment are worked through a cycle of conflict which culminates in decision-making. Authority, rather than residing with a president, is diffused among the constituents in this model. Conflict is regarded as a normal part of organizational existence in the political model, and its procedures focus heavily on resolution of conflicts. The real authority lies not with the board of trustees and the president, but within the interest groups functioning within the social context of the college. This configuration appears to lend itself to the spirit of collective bargaining, a major consideration in many modern colleges. An observed drawback to the political model is that keeping it operational requires much energy and time from the participants. After initial interest in trying such an approach many students and faculty tend to lose their desire to remain deeply involved in the college's power blocks.

Obviously, no college is modeled precisely after any of the three above in pure form. It is more likely that most two-year colleges have a hybridized organizational structure of the three. Such hybrids tend to favor the bureaucratic model most when the college is experiencing severe crisis and stress. When there is little or no (tension) within the school and among its constituents, the hybrid can favor the collegium model. The political model may evolve as the dominate component in the amalgamated model when the college finds itself confronted with major issues which cannot be resolved through traditional bureaucratic authority or collegial concensus. Because of the increasing importance of collective bargaining, which is discussed in a later section in this chapter, the future two-year college governance model may lean toward the political version. Colleges with governance structures organized to deal with collective bargaining probably represent the purest form of the political model known at this time.

C Balance of Power Factors

The president cannot operate for an extended period of time without support from the faculty and student body, in addition to that of the Board of Trustees. During the formative years of a new two-year college, the president will likely devote a considerable portion of his time to promotional activities and tasks related to campus enlargement. Should he become heavily engrossed in these affairs, he may relegate the internal workings of the college to others, such as a number of faculty committees or a strong academic dean. In such cases, the president in effect has passed the balance of power relative to the internal operation of the college to these committees or the academic dean. After its occurrence, it is indeed difficult for the president to swing the pendulum back in the other direction. However, should stressful activities appear on the college scene, such as students or faculty unrest and dissatisfaction, the balance of power can be made to shift back to the president; and in times of very severe difficulties it may go even further and revert to the Board of Trustees (which can then give rise to the president offering his resignation).

When presidents leave during stressful times, the student body, faculty, and other administrators may display anxiety about the future (particularly their own and to some extent that of the college). Some presidents survive such difficulties, usually those who have succeeded in establishing an image as a neutral between the contending forces. Strong attempts to mediate during very stressful periods can result in the president being caught in a cross fire between the polarized groups and can endanger his tenure of office.

An important shift of power has taken place within the faculty itself in recent years. In earlier times, a collection of senior faculty members were pretty much in agreement with senior administrators (who were also members of the faculty) relative to governance of the college. Such an arrangement can be called an oligarchy, in which the governing power rested with the select group just described. Because of the large growth in two-year college enrollments in recent years, many younger faculty were employed and in many colleges are sufficiently numerous to out-vote the senior faculty in matters that come before faculty committees and councils. A mechanism by which younger faculty can shift the balance of power from the administration and senior faculty back to themselves is formation of a faculty union (discussed in a later section). In some places it has resulted in confrontations between faculty and administration, sometimes forcing a presidential resignation along the way. The first exchanges between a newly formed faculty union and administration is at best difficult.

When events result in degeneration of interactions between groups and the president, he either resigns, threatens to do so, or is requested to do so. In such cases, the Board of Trustees may intercede, resulting in the balance of power passing to them. When this occurs, the faculty is often hard-put to challenge the new center of authority and ultimately submit to the authority of the Board of Trustees. The role of the president in such a situation is unclear indeed, and he may ultimately be demoted to becoming the major agent for the Board of Trustees, thereby surrendering his role as educational leader for the college. Such a shift in the balance of power ends up with an administration more similar to that found in industry than in educational institutions. The shift in power from democratic to the more authoritarian side of the continuum appears to be a natural result when the college is faced with controversial and stressful internal elements. But, on the other hand, the eradication of these difficulties does not automatically cause a reshift in the balance of power--special efforts must be made for this to happen.

D. The Presidency

The possible functions of the president number more than any one person can perform and those which he decides to actually engage in greatly determine his presidential style. Some of these functions are: raising funds, balancing the budget, participating in establishment of college goals, working with faculty to create a good learning environment, recruitment and retention of high quality faculty (Simon, 1965). There is a need to redefine the role of the college president, in light of the fact that, like leaders in industry in recent times, chief college executives are becoming less central to the overall function of the enterprise they lead. Such alterations in the presidential role would not necessarily result in reduced control or a loss of authority or influence. Actually, the president needs to exercise his influence in ways that are more complex that was the case in past presidential practices. A major responsibility of a college president continues to be to establish and maintain an optimal environment for learning. An effective way to promote such a situation is by the president setting an example by insisting on good communications with everyone and in the exercise of leadership in a nonarbitrary manner. Such behavior on his part will encourage others in the college to perform their functions in a similar manner. Also, the president should provide open access to all those involved in establishing college goals so they can participate in formulating policies to be used in pursuing those goals. The president ought to see that information about the institution is readily available to all concerned. Every administrator in the college should have clearly designated roles and they ought to be interpreted so that all college constituents understand them. The decision-making process must be visible to all with a minimum of secrecy involved. Mechanisms and procedures for resolving conflicts that are easily understood and endorsed by other administrators, faculty, and the students, must be established by the president.

The college president, rather than being viewed as a supreme arbiter or power figure, is more like that of a mediator with major responsibility for reconciling contradictory interests among the people in the college; according to some authorities (Richardson, et al., 1972). It should be pointed out that some educators disagree that this ought to be a role of the president.

Establishment of college-wide goals is one of the most challenging aspects of the presidency. An individual is often selected by the Board of Trustees because the views he expressed on such matters during the interview were congruent with their own. It is well to remember that a president must always be prepared to be influenced by his faculty with regard to goal making and goal achievement, if he in turn wants to influence them in these matters.

The president's top priority concerns are usually different to some extent from those of the faculty, but each should seek to receive reciprocal support. There are times, however, when their differences are too great, thereby establishing a need to inaugurate a compromise solution. Compromises have disadvantages, a major one being that they create dissatisfaction. Care should be taken to see that the dissatisfaction is evenly distributed throughout the entire faculty, which will maximize the effectiveness of the compromise. A president must be highly skilled in compromising with various elements within his institution.

The president must be accessible to all major constituencies within the college, which is indeed a very complex achievement. He must plan his activities schedule so he does have contact with students and faculty under conditions that are less formal than would be the case if they came visiting in his office. The president needs to remember that he is serving as a leader of an educational institution that is always shifting and which contains an on-going complex pattern of human relationships. He has to simultaneously devote his attention to structures and processes within the institution and be able to blend them so as to successfully encourage adaptations to a continuing array of challenges. The chief executive does not have to provide all the answers, but needs to establish the situation where he is perceived as the leader in seeking solutions. A wise president suspects the answers will turn up eventually and their arrival will in turn bring forth new questions.

A good president insists upon evaluation of everything conducted within the college. This stance could very well be one of his strengths in maintaining a viable leadership position over an extended period of time.

The presidency has also been described as a reactive, parochial, and conservative occupation and the American college can be thought of as an organized anarchy (goals are either vague or in dispute), and its technology may be familiar but not clearly understood, with its major participants moving into and out of the organizational framework at all times (Cohen and March, 1974).

The president ought to be involved in decision-making and most aspects of college governance. Several models of college governance with brief discriptions of each are as follows (Cohen and March, 1974): 1) a free market situation where the president is a purveyor of goods, which are the students, faculty, and lower level administrators; 2) the college is a formal group organized to achieve goals that are well defined; 3) a collective bargaining model, which assumes several constituencies with conflicting interests present in the institution, that are eventually resolved into formal contracts and social arrangements through bargaining among the major interests; 4) a democratic model, which is comprised of a college community where the constituencies are voters and the president operates as a politician; 5) the consensus model, where those involved spend considerable time seeking consensus on diverse issues; 6) the anarchy model, which assumes various individuals make relatively autonomous decisions that are not controlled by any single person; 7) independent judiciary model, where leadership is assumed by the president; 8) plebiscitary autocracy model is one in which the leader is chosen by an arbitrary process and he remains the leader as long as his actions are tolerable. Presidents tend to mix some of the various models, preferring a combination or hybridized model for administration, participation, and collective bargaining activities.

One study found that college presidents do not agree as to what is pervasive evidence of success, nor do they agree as to what presidents should actually do on the job. There was more agreement relative to activities that had relative short term impact upon the college. It is ironic that unanimity or anything approaching it relative to most important long-term impact activities of presidents was absent among the presidents queried in this study. This variation in perception regarding short and long term impact activities was also found among administrative associates, other academic officers, and student leaders. Furthermore, as if that isn't bad enough, trustees themselves fail to agree as to what really constitutes the core objectives of the presidency (Cohen and March, 1972). Such a revelation helps an observer to better understand the dilemma a two-year college president finds himself in.

Another description of the college, and an interesting one, displays it as an organization having a collection of choices looking for a problem, issues and dealings looking for decisions situations, solutions seeking issues, and decision-makers in search of work. Colleges are perceived by some educators as organized anarchies in which decision-making becomes almost a random activity rather than one that is purposeful and preplanned.

Presidential influence over budget is often minimal. The budget is determined in large measure by factors such as rates and patterns of enrollment, general reputation of the college (which thereby is reflected by the public's willingness to tax itself for its support), taxing ability at the community and state levels. Even though presidents are concerned about academic policy decisions, they commonly exercise very little effect upon such matters. Responsibility for the academic aspects of the college often lies with the faculty through various committees and lower level administration (particularly department chairmen). Planning is theoretically another responsibility of college presidents, but in actuality he engages in very little real planning. To the extent to which these contentions are true, the president does not truly play a dominant role in these most conspicuous decision-making areas. In view of all of this, a president ought to define his role modestly, since he is likely to make only a minimum long-term impact upon the college or its several constituents.

How does a president possess or use power? Three types of power can be considered: legitimate, actual, and perceived power. Presidents are more likely to overestimate their power during their early years of office, and underestimate their power during times of serious crisis (Cohen and March, 1974). College governance is, at a single point in time, a system with the dual purpose of making decisions and for certifying status. For some individuals (including certain presidents) the process and structure of college governance is more important (because of its status certifying qualities) than the actual outcome of its utilization.

College presidents are traditionally busy, and are heard to complain about the lack of time for full performance of their duties. But requiring an inordinate amount of time may also be symptomatic of an inefficient executive. The college president faces four basic ambiguities: 1) ambiguity of purpose (How is an action justified?, What are the goals of the organization?); 2) ambiguity of power (How powerful is he?, What can he accomplish?); 3) ambiguity of experience (What is to be learned by his tenure of president?, How does he make a difference because of his experiences?); 4) ambiguity of success (When is a president successful or unsuccessful?, How does he assess his own pleasure relative to levels of success?).

Being a president of an organized anarchy, which is one way of describing the college according to some educators, can produce some effective action. If the chief executive wants to move his college in certain directions, several rules have been suggested (Cohen and March, 1974): 1) he should make an effort to establish a claim on the system by conducting personal research that will enable him to become a major source of information on administrative matters for the college; 2) he should persist at his position, he needs to remain on the scene long enough to wear down the opposition so that it gradually becomes more in tune with his desires; 3) he can exchange status for substance in the interest of attaining certain accomplishments; 4) he should encourage participation from the opposition so as to establish just how much power he really has available; 5) he can overload the system so that he would then be able to accomplish his goals; 6) he should be a quiet and unobtrusive type manager and make decisions that affect many parts of the system only slightly rather than in highly dramatic ways.

The role of the college presidents seems to be changing and there is considerable room for conjecture as to its future direction (the last chapter is devoted to this concern). Recent shifts in the presidency has been brought about by a number of forces and factors, including the following (Mayhew, 1971): 1) Colleges have grown too complex for one individual to fully understand all factors of institutional concern; 2) the delocalization of presidential interest. He spends considerable time off campus involved in activities not directly related to students and faculty, and usually is not visible to them. Therefore his ability to affect internal governance is limited, which creates a power vacuum that encourages other people and interests to contend for the college's leadership; 3) the creation of super institutional boards of control (or coordination) have weakened the power of college presidents. Such boards were inaugurated for the purpose of conducting statewide planning so as to reduce educational costs, to conduct higher education studies so as to produce services that are consistent with the needs of the statewide community. The coordination efforts, in many states, became necessary because many presidents displayed excessive expansion ambitions. 4) In many colleges, the president does not have real power over the operation of departments and divisions. This came about because of a number of factors. One of these is that some departments originated on "soft" money, which provided them with a high degree of autonomy within the college. As time went on, the "soft" money faculty members became tenured and then could not be moved out. In other cases, the president made the mistake of not exercising the right of releasing a faculty member during a probationary period. After the professor is tenured the president has lost some authority over the position, and as the number of such cases increase, the president's control over an entire department can become minimal. 5) The creation of other groups within the college constituency that shared governance responsibilities has also weakened the authority and leadership of the president. Typical of such groups are faculty senates, and councils which operate under rather carefully layed out constitutions and bylaws that guarantee orderly procedures and due process. 6) Presidential power has been further eroded by a number of direct developments, such as his inability to terminate some nontenured appointments, limitation of presidential freedom by certain legislation mandates, and by the increased complexity of communications within the campus. Furthermore, presidents always run into the difficulty of alienating one group when they serve the goals of another.

Presidents have attempted to adapt to these changed conditions. The most dramatic response to such impositions, of course, is throw up one's hands and retire or leave office. Many presidents are becoming more cautious about yielding any of their authority to contenders, such as faculty and the students. On the other hand, there have been presidents who have willingly divested themselves of certain prerogatives to selected groups and then demanded that they assume full responsibility for consequences of their actions. Also in response to these changed conditions, is the emergence of presidents who are distinctly political in their personal styles. A dual system of administration (where the president takes care of external affairs and someone else [such as a dean] is given responsibility for internal affairs) has been considered and tryed by some presidents. The most widely attempted reaction to perceived changes is one in which the president makes a series of minor modifications in his leadership style in the hope that it will be a sufficient adjustment to permit him to regain his real governing power.

Many small college presidents don't have sufficient time, necessary information, or granted power to govern effectively. Some observers of the college presidency believe there is a need to restore presidential and central administration power. An important initial step in this direction is for the president to gain control of the budget. Although presidents should regain their lost power, they still ought to be subjected to scrutiny, review, and the potential of being overruled if found to be in error (Mayhew, 1971).

It is felt by some that it would be wise to codify the general rights and responsibilities of college presidents for several reasons: a) shifts in college activities in recent years that have made presidential authority in areas unclear; b) the general erosion of authority going on; c) a personal insecurity of many presidents; d) a continuous need for an up-to-date statement of the president's role (McInnes, 1971). Any code regarding the responsibilities of the president must take into consideration the purposes of the college, the roles of its members, and relationships between these two.

The basic function of the president is to administer and operate the college. It is most important to understand the role of the faculty and the students, and their relationship to other members of the community as well as the president to them. The administration's functions include leading, unifying, clarifying college objectives, creating a stimulating environment for learning, marshalling limited college resources to achieve these goals, planning for teaching, recruiting and development of personnel, evaluation of programs to govern, and to serve the process of education in general (McInnes, 1971). The president's major role in all the above is to administer. He must have sufficient authority to do his job, while being held accountable for what he does.

E. Decision-Making

The president of a two-year college has many tasks and responsibilities, so many that he has to determine priorities with regard to what he elects to do himself and what he will delegate down to lower level administrative associates. But one can suspect that wide consensus is found in the belief that the president's chief responsibility lies in the realm of decision-making. The exact role of the chief college administrator in this overall activity is not clear however. The manner in which the president engages in decision-making is largely determined by his own personality and a host of factors that impinge on him while performing as president. Some observers of college governance have noted a trend toward decreasing trust in governance in matters that are internal or external to the college's operation (Ikenberry, 1971). In response to indications of lack of confidence in college administrators, some presidents have opened up much of the decision-making processes to public scrutiny. Along with this a new level of involvement has been created, along with increased surveillance of the president and his associates, more participation in decision-making by faculty and others. Such a turn of events has resulted in alteration of the overall functioning of the president. An obvious result is reduction in presidential autonomy, which in turn demands a change in the style in which he performs.

In earlier times, especially in smaller colleges, the president's governance mode was paternalistic in style--which meant much of his decision-making was done "on his own" or on an ad hoc basis with suggestions from his senior faculty members. Such a mode of decision-making was apparently utilized by some of the larger universities as well. The paternalistic approach to decision-making has also been described as an oligarchial governance pattern. Decision-making was simplified in such arrangements in that only one or a few persons were engaged in it, and they in turn took credit for good decisions and received blame for the bad ones. The oligarchy variety is the administrative structure which results when the college administrative model is that of a collegium (or community of scholars) model--more of historical interest rather than a common variety found among two-year colleges.

Colleges operating under the traditional pyramidal-authoritarian model require another variety of decision-making by the president. This organizational structure prescribes lines of communication in an hierarchial fashion (i.e., one generally deals with those immediately above and below him, along with his peers of course, in the usual conduct of his professional activities). Such an arrangement largely precludes the possibility of faculty, students, and most other persons from becoming directly involved in the decision-making processes. Suggestions and other inputs from these sources must find their way up to the hierarchial chain of authority. The communication of such inputs in this manner frequently results in their either being blocked from the president or "filtered" so that what finally reaches the chief executive is substantially altered from the idea in its original form. Screening the president from spurious inputs from all possible sources does spare him the task of weighing all of them in his governance deliberations, thereby enabling him to speed up the decision-making process. There are some indications that such an approach is reasonably effective during conditions of stress, and also during times when the college is experiencing a "honeymoon" like existence. Although many theorists exort presidents and colleges to abandon this mode of decision-making, it has been effective in terms of achieving college goals and continues to be extant.

Another mode of decision-making evolves when a college moves from the pyramidal structure to a conflict type model. This is a movement common among two-year colleges in which the faculties move toward unionization. A chief characteristic of this style of decision-making is careful partitioning of decision-making areas. Therefore, the faculty is granted prerogatives in decision-making in certain matters related to their activities in the college, while others are reserved for the administration and the president. Although this may appear to result in wider participation in decision-making, it often results in confrontation type tactics and tends to promote a dichotomization of faculty and administration. The president's role in decision-making in such arrangements is much more complex. In some situations he needs to serve as a mediator, thereby couching his decisions in that context. At the same time, he must make decisions as an advocate of the board of trustees in certain areas, which are conducted in an entirely different context than found in his role as a mediator.

With continued popularization of faculty unions, especially in two-year colleges, the conflict model (although with a substructure of the pyramidal model remaining) will be more common. An apparent outcome of this trend is that presidential decision-making will become a hybridization of several modes and will continue to increase in complexity. This trend toward more sophistication in the decision-making process further complicates the already difficult role of the two-year college presidency.

F. Contenders for Governing Colleges

Four groups have consistently made claims for governing colleges, particularly since World War II. They may be described in the following manner: 1) Those whose concerns and lives are most affected by the college activities (i.e., students); 2) Those who are to do the work on campus (i.e., faculty and other personnel); 3) Those whose cooperation on campus is essential if the college is to be an effective organization (i.e., virtually everyone who devotes some time to on-campus activities); 4) Those whose sponsorship and resources created and continue to sustain the college (i.e., the board of trustees, and/or an elected board of supervisors).

The major reason given by some college teachers for wanting to govern the institution in which they work is their claim to be the only ones that have the kinds of expertise and qualifications required for successful conduct of college activities. In addition to possessing the needed competencies for completion of certain professional tasks, their full cooperation is necessary if work to be accomplished on campus is to be completed. Some substantial difficulties and disadvantages relative to faculty participation in college governance have been uncovered. A critical one has to do with an inherent conflict of interest. Special precautions are needed to minimize temptations for faculty to press harder for their special academically related concerns. When a faculty succeeds in winning their points regarding their special interests, the institution's overall direction becomes skewed and other concerns which have a legitimate place in the college's effort are reduced or even bypassed entirely. One approach to minimizing governance distortions of this genesis is to establish safeguards by which faculty involvement is carefully directed toward their specialties and competencies only. Unfortunately, it is often difficult to partition the components of administration into such neatly outlined compartments. Another hazard in introducing faculty to large scale governance involvement is the distinct tendency for them to loose interest in the overall business of governance after they have achieved this end. One study found that only one-fourth of the colleges selected for sampling were in fact governed by shared authority between faculty and administration. The others indicated having governance structures that were largely or completely controlled by the administration (Keeton, 1971). One must conclude that much of this is a result of faculty apathy regarding governance matters.

Students have traditionally little to say about college governance, most especially so in two-year colleges. Student strikes and related acts designed to interfere with operation of the college, were never a serious threat to the great majority of two-year colleges--perhaps because of the commuting and conservative characteristics of their students. Furthermore, most acts of noncooperation require much organizing and it's a rare two-college student who has bothered to do so. Two-year college students on occasion have resorted to acts of petitioning and persuasion to alter some rule or regulation. The element of paternalism toward students is common in two-year college administration and the presence of students in many two-year college governance groups distinctly smacks of tokenism.

As indicated in a preceding paragraph, most two-year colleges are apparently governed in a basically authoritarian-like manner by the president. Some are less authoritarian than others, of course. Certain presidents have elected to share some of their power with other persons on the college scene, which results in partial curtailment of some of their administrative authority. Some theorists believe that when presidents share their power, it can result in a strengthening of their administration. Proponents of this position suggest the following for doing this (Keeton, 1971): 1) The president and his administrative associates can retain managerial powers while sharing their legislative authority with faculty and students; 2) Some of the management tasks can be partially implemented by faculty and students by inaugurating a carefully thought out division of labor, thereby improving the overall functioning of the administration. By sharing certain powers and policy making for college management, the president can strengthen his overall role as chief executive by winning the backing of the faculty for his other more exclusively executive functions.

Before World War II, many college presidents achieved outstanding results by exercise of charismatic powers, because of their expertise, and by exercise of prerogatives provided them by the board of trustees. This has changed in that most present day presidents base their claims to leadership in college policy making upon their skills and competencies. Unfortunately, an individual may be chosen for a leadership position when he has demonstrated competency in an area only tangentially related to the college presidency's roles. The college presidency is a hazardous position from the viewpoint of retentivity, and reasons for this dilemma are examined in other chapters. It is known that presidents are always "under the gun" so to speak, and unlike faculty, they are quickly removed if they fail to demonstrate their competence in leading the college, lose support of their constituencies, or fail to win full cooperation from their board of trustees. A crucial task of the two-year college president is to have easy access to the great amount of information he needs for understanding and solving college problems and moving the institution toward achievement of its overall purposes.

Following are some suggestions made relative to alignment of college authority. The president should (Keeton, 1971): 1) Establish a structure that reflects a genuine commitment to include the enfranchisement of constituencies that previously were either unrepresented or underrepresented; 2) Design the processes and prerogatives in his governance style such that it will foster cooperation from each constituency and would encourage them to make contributions to the overall college goal in line with their special competencies; 3) Establish a governance system which would provide for a division of labor between a) policy making and managing and b) between boards of trustees and other councils and committees; 4) provide assurances that policy making, in addition to using the processes of group negotiations (such as collective bargaining, compromise, and accomodation) should also provide mechanisms for adjustments that will not be coercive; 5) Establish processes of governance which are very flexible in every day operations, and are capable of responding with rapidity and effectiveness to most crises.

G. The Trustees and the President

There is considerable consensus that one of the most important functions of the board of trustees is selection of the president (Newburn, 1964; Rauh, 1969). Although there is less agreement on just what role he should assume, some believe that in addition to being the chief administrative officer of the college, he also is the principal faculty member (first among equals) and serves as educational leader of the college. As educational leader, he is perceived as spokesman, defender, and interpreter of the faculty, who expect him to promote their interests, activities, desires, and to interpret these to the public as well as to the board of trustees. One can question whether one person can deal with such a constellation of tasks effectively. Others have questioned the ability of a two-year college president, with all his other responsibilities to truly serve as the college's educational leader. Common agreement is found in that a major task of the president is to assist the board of trustees in reaching the best decisions as to policies which determine the overall direction of the college.

College administration can be considered an agency of standardization (Rudolph, 1962). The president is the chief executive who heads up this administrative structure. Added to this complexity are his responsibilities as spokesman for the various college constituencies. There are times when he is called upon to do this under nearly impossible conditions. The difficulty is well put by the following statement (Keeney, 1959):

> The president cannot make the trustees do anything . . . he can't make the faculty do anything . . . he can, however, cause these people to do a great deal, and if he is a good president, he does; but whether he does or not depends on their daily vote of confidence.

What a board of trustees perceives as the desirable qualifications a president should have is manifested to some extent by the process in which they go about searching for a new one. The mechanism for presidential selection frequently includes the following basic components (Rauh, 1969):

1. An interregnum (i.e., a provision for interim management is made while the presidential search goes on, sometimes a dean is appointed acting president, for example);
2. Constituency representation. A committee is formed of members chosen to represent the various constituencies of the college community;

3. Identification of decision-making authority. The search committee should be fully informed in advance as to who makes what decisions and the procedures they are to follow during the entire selection process;
4. The leg-work. Much work is involved in searching for a president, including the solicitation of nominations, preparation of dossiers, arrangement of travel and interviews for selected candidates, etc. The provision of the right kind of staff assistance is essential and this individual should be relieved of all or a part of prior work assignments until the selection process is completed.

Trustees sometimes attempt to decide upon the qualifications they desire in a president prior to inaugurating a search. A common result of such endeavors is establishment of a list of attributes and characteristics that they deem important. Unfortunately, such lists are often meaningless to the search committee. Commonly included in lists of this variety are recommendations that the candidate possess such things as the following (Rauh, 1969): Unquestionable character, religious attitude, good health, youth, maturity, scholarly interest, administrative experience, advanced degrees, imagination, judicial ability, democratic spirit, platform presence, thrift, children, and a wife with social grace.

One study, which examined over a hundred presidential appointments, found the following personal qualifications common among them (Bolman, 1965): 1) Academic stature: This is usually manifested in holding a doctoral degree; 2) Administrative experience: Most presidents had previous administrative experience although most served in lower level administration jobs; 3) Personality: the three most important attributes are intellectual integrity, warm human relations, and ability to communicate; 4) The wife: Most search committees give some consideration to qualifications and personality of the candidate's wife, as she is expected to play a vital role in a schedule of entertaining and other community efforts.

A later study identified four major qualifications considered essential for a college president by trustees (Rauh, 1969): 1) Experience in college administration; 2) Experience as a college faculty member; 3) Ability to raise funds; 4) Hold the doctorate.

College presidents are most often recruited from outside the college itself. One reason for this tendency is that in-house candidates are too well known, which means their virtues are taken for granted. The list of candidates is developed from nominations made by trustees, faculty, alumni, foundation personnel, executives of various educational associations, as well as applications from the candidates themselves.

The task of candidate selection is chiefly concerned with reducing a very long list down to a manageable few, keeping in mind (in addition to desired qualifications) various regulations regarding civil rights and affirmative action. An orderly search process evolves only when careful preparations for its conduct is established at the onset.

The great many kinds of decisions required of even a small college president is very difficult to identify, let alone describe. His duties are wide ranging, often taking him away from campus (about one-fourth of the time according to one study). Much of his influence is based upon expertise in persuasion, perhaps as much as he derives through issuance of directives.

The trustees can do much to assist in establishing a reasonably pleasant working environment for the president. Among the foremost actions the board can take is to make themselves available to the president for advising purposes. Furthermore, the trustees should see that the president is provided with an adequate salary, a good fringe benefit program, and good physical facilities. An incoming president should be apprised of the entire package offered to him prior to being offered the job (the approach "we'll work out the precise salary and benefits later" is fraught with potential for misunderstandings and future poor board-president relationships).

The president-trustee relationships vary from board to board and even in any one case are very diverse. There are some situations where the trustees exercise complete domination over the president whereas there are others where the board submits to the wishes of the president. Regardless of all these possibilities, it is important that the president be absolutely candid with the board, which means that failures as well as successes should be disclosed to them.

Board-president relationships are ones of subtle mutual influence, that is, while he influences the board, they also influence him. The president should be very sensitive to board reaction regarding certain recommendations. Strong board reactions is likely to be indicative of the kind of responses that can be expected from other community elements and a wise president heeds them accordingly.

A thoughtful president usually avoids attempts to implement plans that have potentials for impeding relationships with outside constituencies, even if he could get support from the board for their implementation. The disruption provoked by such action can reduce the overall effectiveness of the college and its service to the community. Furthermore, trustees expect the president to foresee possible consequences of specific actions and the president needs to be wise in predicting such events. If the president repeatedly blunders in this regard, the board will eventually loose faith in his judgment, which could lead to his demise.

The president should be frequently evaluated by the board of trustees. This is difficult to do in the college situation however, because the essential activities of an educational institution takes place in the minds of men and not in terms of profits and products in the customary sense. There is a notable lack of measureable standards of achievement in these matters. Furthermore, the value of efficiency as a determinant of performances in a college situation is highly questionable. The complicated and almost countless relationships indulged in by the president with all his college constituencies from the board right on down to the maintenance crew further muddles the evaluation process. More than one president has been unfairly evaluated, which was then used as a basis to ask for his resignation.

H. The President as a Leader

While there are several viewpoints as to how a president should exercise leadership, there is widespread agreement that he is the central leader in the college (Hesburgh, 1971). In order to serve in such a manner, the president must obtain support of various segments within the community served by the college. Every president has to establish his own creditability. Some believe the president should say what needs to be said, be the first to defend students and faculty, and should also be the first to critize them when such action is justified.

A good president is consistent in his leadership style, both on and off the campus (i.e., he cannot be a lion abroad and a mouse at home). Good leadership is heavily dependent upon communications at every level at all times.

The point has been made by one president that college members have to care for each other and their institution, otherwise it will fail to serve its purposes well (Hesburgh, 1971). There is at least some mystique surrounding leadership, and it contains a number of elements including good morale, people desiring to pull together toward common goals, orderliness, and a common desire of the constituents to move forward together. Good leadership will result if the faculty and students knowing that their president cares about them.

The president of a multi-unit college (i.e., an urban two-year college with several campuses) is a new kind of educational leader in that he does not have regular and frequent relationships with the faculty or with students. Furthermore, he isn't located on a specific campus but in some off-campus central office from which governance of the several campuses central office from which governance of the several campuses is administered. Such a presidency is most effective if conducted by objectives and self-control (Morressey, 1967).

Some observers during times of stress feel that many of the internal tensions and associated difficulties may have been created because college administrators have been reluctant to take action in fear of being typed as autocrats (Hechinger, 1972). This resulted partially from the fact that there were no contingency plans made by the trustees or the president in the event such a crisis developed (i.e., no one felt he was "in charge"). Many educators believe that absence of strong leadership tends to allow the college to drift from crisis to crisis. Crises are sometimes aggravated by timid presidents who do not state their positions on controversial and stressful issues publicly and in a clear, easy to understand language. Additional fuel to stressful elements in such situations is provided when presidential authority is seldom seen and even more rarely felt in a direct manner. Good presidential leadership requires his physical presence in times of crisis.

Some authorities feel a president who desires to maintain peak leadership effectiveness cannot indulge in private practices (such as consulting, etc.). He must be able to consider the concerns of the several special interest groups that impinge upon the institution and weigh them in terms of their effect on the overall and long term well being of the college. Consistent fairness in dealing with such groups, both internally and externally, will enable him to retain the respect of everyone with whom he must contend even in times of disagreement. He will then be able to draw upon their overall respect for him during critical times in order to effect compromises which not only resolve conflict but may even promote positive and constructive responses.

As an effective leader, the president must establish sound relationships with the trustees, which are based upon his successful impact upon elements external to the college. His leadership is also dependent upon his accessability to the local community, and his interest in community affairs, which in turn generates the feeling that the college as an institution is concerned with the welfare of the community. A wise president exercises considerable forethought before making statements, because they will be regarded as an official position of the college, whether he means them to be or not. Along this same vein, he must refrain from taking stances that consistently diminish his credibility with a single constituency. Such an approach will cause him to loose his reputation as being impartial, and that constituency will soon abandon their confidence in him, which in turn can seriously erode his effectiveness as a leader.

One authority suggested the following as characteristics of effective administrative leadership (Keeton, 1971):

1. Attention is paid to maintaining college goals attuned to changing needs and on keeping practices within the institution congruent with the avowed goals;
2. The established procedures and policy details are subordinated to the goals and objectives established in those policies and in the institution's mandate;
3. The leaders of the various constituencies support the needs and rights of each other;
4. Delegation of authority and division of labor is supported by the leadership;
5. Communications are reasonably open and always reliable;
6. The needs of a particular job or office are subordinated to those of the college as a whole.

Following is a summary statement of a study concerned with college governance, which touches upon the role of the college president as a leader (Keeton, 1971):

> In summary, those presidents and other leaders seemed to have the greatest convergence of energy upon tasks where their constituents stressed the sense of having their concerns respected, of being important members of the team effort, of being able effectively to get their observations and interests heard and heeded, and of sharing on their own terms in any gains that were being made through the institution's effort. In these situations the institution's leadership enjoys prerogatives and resources for coercion but rely primarily upon the perceived rightness of their priorities, their insight into the institution's requirements, and effectiveness in meeting these priority concerns. (p. 145)

I. Collective Bargaining and Other Issues

Many two-year college presidents are unprepared by their training and experiences and inclinations to deal with pressing issues that call for negotiations. The president's role in collective negotiations, according to some educators, is a dichotomous one: he is executive officer of the board of trustees and simultaneously is the first teacher in the system (Gianopulas, 1970). While serving in this dual capacity he may be viewed as a middleman, since he would be devoting a considerable portion of his efforts in interpreting the faculty concern to the board and the board's feelings and decisions to the faculty. A president involved in such a process can be viewed as the coupling mechanism between these two groups. There is some question as to the desirability of utilizing a president in such activities, in view of the other demands made upon him. Another view, different from that of the president serving as a middleman, sees the president as an advocate for the board of trustees by advising them and actively negotiating on their behalf. This approach is based on the management-labor conflict of interest theory commonly subscribed to in private industry. In this kind of situation, the president is deeply involved in a confrontation-like situation between the board (whom he supports) and the faculty (whom he is forced to oppose). This position contradicts some of the basic perceptions of the presidential role-especially the one in which he is perceived as educational leader of the college.

Some educators believe the ideal situation is one in which the president remains out of the negotiating process entirely, and is regarded as an independent unbiased third party. By operating in this mode, he may very well have the best chance of surviving potentially bitter battles between the faculty and the board, retain his leadership of the faculty, and still remain the respected executive of the board (the best of both worlds). In such cases, his role in collective negotiations should be carefully guided through competent legal advice, where he will be clearly perceived as the interpreter between the board and faculty at the time when agreement on the major issues appears to be near at hand. The president, in some circumstances, can serve as a successful mediator between the board and faculty in collective negotiations. The task of the president, when assuming this role, is to educate each party to the needs and views of the other, and using this as a basis, attempt to develop a common framework for both faculty and board in the decision-making process. It is important that during the entire process the president firmly insists on retention of his intrinsic prerogatives for hiring and firing. The president cannot give this authority to the faculty without seriously eroding his role as leader of the college. At this point in time, negotiations are commonplace in two-year colleges, the basic question faced by presidents is how it can best be done.

If the president remains out of the collective bargaining process completely, he can delegate responsibility for these activities to some other staff officer. Several reasons have been offered for utilizing this strategy (Richardson, et al., 1972): Since the president is going to make the final judgment on the negotiation, it would be most prudent for him to remain aloof of the entire process. In this way he can avoid falling into the role of arbitrator. Furthermore, if he remains uninvolved in the arguments and bickering that goes on in collective bargaining, he can more effectively approach the projected solution in an unemotional manner. Many authorities believe it is important that the president not place his office on the side of one or the other of an issue too soon, otherwise he stands the chance of weakening faculty and student support for him. A good president will recognize those issues whose resolution requires an external source of reference. Sometimes he should insist that those involved with a problem undertake a mutual give and take relationship with each other and that they come out with their own solution. There are situations, however, where the decision would very likely need to be made by him, and in such cases, the president's view would prevail. Also, there may on occasion be matters in which the president should go to the board to seek their guidance and assistance in the final decision-making. There is an inherent danger to the approach however: if the president goes to the board too often with seemingly unimportant controversies and problems, they may begin to question his overall competencies as a president. A good president will learn to successfully play the mediating role with any opposing interest. Although the president may have been a specialists in an academic area earlier in his educational career, he must serve as chief executive of that institution as a generalist and must take a broad view of problems presented to him, keeping in mind both long and short term college objectives.

Another important role of the two-year college president is to serve as prime supporter (and even catalyst) for self-study activities within his institution. These activities, if they are to be designed, conducted, and evaluated in a professional manner, must be under the auspices of a special administrative mechanism, such as an office of institutional research. Such an administrative apparatus can be effective only if it is provided a high priority value by the president. A clear cut manifestation of this support is employment of at least one professional whose fulltime responsibility is allocated solely for activities dealing with institutional research. Only the president himself can sustain a continued thrust of this type, because of his control over the budget and persistent leadership visability.

The president, while functioning as the college leader, sets the pattern of acceptance or rejection of innovative practices in that institution. This was tested and found to be the case in a study of personal attitudes of 233 public two-year college presidents (Ramstad, 1966). They were asked to respond to a query relative to who innovates in their institution. It was found the personal attitude of the president toward experimental programs was the major factor in their adoption or nonadoption. The study was designed around a questionnaire which sought to determine three major elements: 1) The extent of experimentation relating to specific staff utilization practices under way in two-year colleges; 2) Reasons for nonadoption of specific experimental programs; 3) The effect of various environmental conditions on experimentation. The five types of experimental programs included in the investigation were utilization of team teaching, class size variations, teacher aides, language laboratories, and television.

Larger two-year colleges (i.e., with enrollments greater than 900) tended to adopt more often than their smaller counterparts. Four of the program types indicated above were adopted more often in urban two-year colleges. No significant differences in adoption rates was found between colleges identifying themselves as vocational types as opposed to those who viewed themselves as academically oriented. Based upon the findings of this investigation, the most reliable predictor of non-adoption for four of the five experimental type programs listed above was the attitude of the president (Ramstad, 1966).

J. Selecting a President

There is a widespread belief among two-year college authorities that the single decision having the greatest effect on leadership of a college for many years is the one made by the board of trustees when they chose a president. And yet, ironically, the "state of the art" in reaching such a crucial decision could be accurately described as primitive and largely intuitive. The quality of the decision may largely be determined by composition of the board members. Trustees are usually community leaders who have no direct contact with two-year colleges prior to their appointment (or election) to the board. Because of this, they tend to lean heavily upon the president for leader[illegible]p. It is a truism that a two-year college cannot function effectively without a high quality president. Many boards of trustees actively seek presidents whose views are in congruence with particular pressure groups in the college's service area, probably in the interest of promoting harmony between college and community. But a board should carefully make preparations for conducting a presidential search. Step 1 should be a careful and thoughtful identification of the college's long range goals. A useful approach is to develop a list of questions to which the board should give serious consideration. Suggested ones are as follows (Priest, 1965):

1. What are the college's major objectives?
2. Are there unique local factors which will determine (partially or largely) the type of person who should be sought for the presidency?
3. Is the board seeking a person who will make a career as president of that particular college, or do they want a special job done by a person who has demonstrated unusual ability in a particular field but who may not be a generalist?
4. What role does a board expect a president to play in the college's administration (i.e., are they seeking a "strong" president or some other type)?

After establishing such questions, the board (with appropriate professional staff) should conduct research for the purpose of developing formal criteria, including qualifications desired of applicants. The formal qualifications sought can be divided into areas such as: academic training and credentials; previous experiences; personal characteristics; and professional commitment. Only after all of the above has been completed and agreed upon by the board should the search for a president commence.

Boards often wonder where the best candidate is most likely to be found. Advertisements in professional journals, newspapers with large circulations, and notices to other schools and colleges are common approaches utilized in the search process. The search committee, appointed by the board and typically made up of representatives of the major college constituencies, has the task of sorting out and narrowing the field of contenders. The board makes the final decision after carefully interviewing the remaining few most attractive candidates. In addition to assessing a presidential contender by examining his personal papers, the board can use the interview as an opportunity to determine the person's grooming, manners, articulateness, personality, and attitudes in matters deemed important and/or sensitive by the trustees. A properly conducted interview provides a preview of the interaction among personalities between the future president and the board. While the above selection process is commonly used, many board of trustees turn to professional consultants for the initial screening of the applicants Such experts are usually university professors whose professional expertise lies in the realm of higher education with a special interest in two-year colleges.

K. Preparation of Presidents

The major trend in programs designed for preparation of educational leaders for many years has been away from technique oriented type courses, which are based upon practical experiences of the professor, and more in the direction of theory based materials drawn from social science areas, such as sociology, social-psychology, economics, political science, and anthropology. Two-year college presidents can be viewed as applied social scientists, whose decision and problem solving behavior can be made more intelligent by acquisition of theoretical insights into what goes on in the president's job. Another trend, which may gather strength in training programs for persons aspiring to become two-year college presidents in the future, is provision of field experiences. The traditional internship or practice teaching is being replaced with the rotating internship idea, where the student spends limited periods of time in a number of administrative activities so that he has an acquaintanceship with all major aspects of the presidency by the time the rotation is completed.

It is curious that very few studies have been conducted that probe into reasons why persons go into college administration. But it does seem obvious that most successful two-year college presidents are those that want to be presidents and remain in such positions because they have some kind of affection for those activities associated with the job. They probably like to be in positions of authority. Some experts feel a common reason for some presidents failing on the job lies with possession of either hypersensitive or hypercallouse feelings with regard to needs and interests of others. A successful president needs a certain amount of self-esteem. Presidents run into the danger of losing perspective of what they really are. Interest in and empathy for other individuals, including students and faculty, is a crucial requisite for a successful two-year college chief executive. In addition, successful presidents seem to have considerable good fortune on their side most of the time. A wise president does not move to a decision-making process until it is ready for him; he astutely allows many of the minor decisions to be made by people underneath him in the administrative hierarchy. Most presidential decisions are related to people, which are the ones in which there is often a minimum of information upon which decisions can be made, and therefore are the most difficult ones to make. How does a preparatory program for presidents take all these factors into consideration? There is no easy answer, of course.

Some authorities believe present day two-year college presidents are being trained in a pragmatic manner, as evidenced by their taking the Ed.D. degree and most of their academic work in education or the sciences. Only 10 percent of presidents have been president of another institution. Public two-year college presidents are frequently recruited from lower academic or administrative ranks of other public institutions. For every president who is promoted from within, there are three that are recruited from outside the college. There is no data to indicate what kind of president (i.e., internally promoted or externally acquired) is most effective.

One authority wonders if there might be some merit to the idea of having three people serve as a presidential team with equal positions sharing responsibility and accountability. Another suggestion considered at least theoretically, is the feasibility of having the college president and chairman of the board of trustees be the same person (Hodgkinson, 1971).

II

SOME DEMOGRAPHIC CONSIDERATIONS

In an attempt to learn more about two-year college presidents, a study was devised during the 1974-75 academic year. Because two-year colleges, like the senior colleges and universities, had been experiencing considerable turnover at the chief executive level, the author endeavored to query individuals who had resigned a two-year college presidency since 1970, as well as persons presently holding such positions. Because of the differences between the two groups to be examined, modifications in the questionnaire were made (both questionnaires, associated cover letters, and follow-up letters are included in Appendices I and II).

Each sample had to be established in a different manner. A list of present presidents of two-year colleges for the year 1974 were obtained from the 1974 Directory of the American Association of Community and Junior Colleges. Based on a sampling selection approach recommended by Krejcie and Morgan (1970), 326 presidents were randomly selected from the 933 public junior colleges listed in the 1974 directory. The questionnaires and cover letter were mailed on October 2, 1974, and were later followed by five reminder letters (on October 2, 18, November 5, 25, and December 12) to those who hadn't responded up to that time. The collection process was terminated on January 1, 1975. Returns from 235 present presidents, which represented 72 percent of the sample, were obtained.

Persons who had resigned a two-year college presidency were not listed by any one source, therefore the author had to utilize another strategy. The fifty State Directors of two-year colleges (whose names and addresses were listed in the 1974 Directory of the American Association of Community and Junior Colleges, were mailed a cover letter requesting that presidents who had resigned since 1970 be identified (with the most recent known address). The cover letter and forms on which the information was to be placed is displayed in Appendix III. After several urgings by mail and telephone, forty-seven of the 50 state directors complied with the request. The three states in which no response was received were California, Michigan, and Minnesota. Together, the community junior colleges in these three states represented about 14 percent of the total number of two-year colleges in the United States in 1974. Although this omission, in the opinion of this author, does not seriously compromise the results reported here, the reader should be cautioned of the fact that the characteristics of former two-year college presidents described may not be representative of those from the three states excluded in this part of the inquiry. The second step in the process of obtaining information from former presidents of two-year colleges was the mailing of the questionnaire. Since only 222 former presidents were identified, the decision was made to send the questionnaire to everyone in that group. The cover letter and questionnaire were mailed on November 5, and four follow-up letters were sent (on November 25, December 4, 16, and January 8) to those that had not responded up to that point in time. Returns were received from 148 (a 78 percent return), by the end of January 1975, (which was established at the conclusion of the collection period).

Additional demographic information regarding the present presidents and the colleges in which they are located, was obtained by utilization of selected U.S. census data and a perusal of the college catalogues.

The following sections of this chapter present the significant elements of the demographic data obtained from the sources described above.

A. Age Distribution

The average birth year was found to be 1925 for the present presidents and 1922 for the former presidents. The significance of the difference between the means in several pairs of responses between the present and former presidents was evaluated by utilization of the t-test. The t-test for independent pairs was used, the results of which indicated no significant differences between the groups were found. The difference between the average age, 3 years, represents only a 6.6 percent difference among the 45 year age span (i.e., a few presidents disclose birth years in the 1901-05 category at one extreme to several with birth years as recent as 1941-50). About 30 percent of the former presidents were born between 1901-1915, whereas only 13 percent of the present presidents fall into the same category. Therefore it is seen that present presidents tend to be younger than former presidents sampled in this investigation.

Table 2.1

Age Distribution

Birth Year Range	Present Presidents	Percent	Former Presidents	Percent
1901-05	---	---	8	5.4
1906-10	10	4.4	19	12.8
1911-15	22	9.4	21	14.2
1916-20	36	15.3	13	8.8
1921-25	57	24.3	22	14.9
1926-30	60	25.5	25	16.9
1931-35	32	13.6	18	12.2
1936-40	16	6.8	20	13.5
1941-45	1	0.4	2	1.4
1946-50	1	0.4	---	---
1951-55	---	---	---	---
TOTALS	235	100.0	148	100.0

B. Year of Appointment and Tenure of Office

The year in which the present and former presidents received their appointments are listed in Table 2.2. About 90 percent of the present two-year college chief executives were appointed since 1961. The average appointment year for this group was 1968. Also, the table shows that the former presidents sample's mean appointment year was 1966. It should be noted however, these were individuals who resigned their chief executive position sometime during the five year period 1970 and 1974. This observation leads us to suspect that the tenure of office as president was shorter for the former presidents. Furthermore, since the

Table 2.2

Year of Presidential Appointment

Appointment	Present Presidents	Percent	Former Presidents	Percent
Before 1950	2	0.8	8	5.4
1951-55	4	1.7	3	2.0
1956-60	9	3.8	12	7.9
1961-65	52	22.1	27	17.8
1966-70	83	35.3	66	43.4
1971-75	85	36.1	35	23.0
TOTALS	235	99.8*	151	99.5*
	$\overline{X}$ = 1968		$\overline{X}$ = 1966	

*Totals may not equal 100 percent because of rounding.

present two-year college chief executives were still in office at the time of the study it can be assumed that the majority of them would retain their presidency for a while longer, which would further increase the differences in tenure of office between the two groups. Therefore it can be inferred that present presidents have longer periods of office as chief executive than do their counterparts who had left that office during 1970-74. A t-test analysis result shows that no significant differences between the two groups was found.

The number of public junior colleges in the 47 states for the years 1970 through 73 inclusive, from which the sample of former presidents were drawn, were as follows: 1970 = 705; 1971 = 736; 1972 = 762; and 1973 = 783. An average over this four year period is 747 institutions. Using this figure for the computation of the ratio of two-year colleges per presidential resignation, and recalling that 222 such resignations were identified by the 47 state directors of two-year colleges, the following is obtained: 747/222 = 3.31 (that is, during the four year period 1970-73 inclusive, there was a presidential resignation for every 3.3 public community junior colleges). According to the useable data of this type provided by the State Directors of two-year colleges, the number of resignations increased after 1970, plateaued off for the remaining years in this period (1970 = 28; 1971 = 41; 1972 = 45; 1973 = 45; 1974 = 43). The average tenure of office for the former presidents for whom starting and termination dates were available (e.g., 202 of the 222 identified persons in this group), is displayed in Table 2.3. It should be noted by the reader that although 222 former two-year college chief executives were identified by the State Directors, only 202 of listed former presidents also had sufficient data to enable the investigator to determine this statistic. Since these represent 91 percent of the total of 222 identified former presidents, the length of service of the other 9 percent, if considerably different, could substantially alter the above. This author suspects that two-year college directors in several of the large states, because of the relatively great number of persons in the former president category, elected to not track down all the information requested. Therefore, the reader is cautioned to regard the above tenure of office averages with these investigatory limitations in mind.

Table 2.3

Tenure of Office of Former Presidents

	Resignation Year	N[a]	Years ($\overline{X}$)[b]
	1970	28	4.7
	1971	41	4.6
	1972	45	4.4
	1973	45	4.0
	1974	43	4.1
TOTAL		202	

[a] Number of presidents that resigned that year.
[b] Average tenure of former presidents that resigned that year.

C. Salaries

Of traditional interest when examining characteristics of community junior college presidents are matters relating to salaries. Both samples were queried as to salary at the time they accepted their presidential appointment. The responses (in six thousand dollar intervals) are displayed in Table 2.4. The average starting salary was found to be just over \$20,000 for the 228 present presidents and just under \$19,000 for the 150 former presidents.* Evaluating the mean differences in starting salaries with the t-test, it was found that there were no significant differences at the .05 level. The average

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*The reader will note that the number of present and former presidents may be different from one item to another because some of the samples failed to respond to certain questions in the survey instrument.

Table 2.4

Salary at Time of Presidential Appointment

Salary Dollars (thousands)	Present Presidents	Percent	Former Presidents	Percent
0 - 5	6	2.6	10	6.6
6 - 11	30	13.2	23	15.3
12 - 17	56	24.6	40	26.7
18 - 23	74	32.5	38	25.3
24 - 29	47	20.6	32	21.3
30 - 35	13	5.7	5	3.3
36 - 42	2	.9	2	1.3
TOTALS	228	100.1*	150	98.8*
	$\overline{X}$ = \$20,225		$\overline{X}$ = \$18,804	

*Totals may not equal 100 percent because of rounding.

starting year for the resigned executives (1966) was two years earlier than the mean starting year for the present presidents (1968), which may be the major reason for the $1400 difference in the mean starting salaries of the two groups.

Another interesting statistic is concerned with the salaries of former presidents at the time of their resignation. This is displayed in Table 2.5. The arithmetic mean was $26,275 (SD = $5800) for the 130 former presidents who responded to this query.

Table 2.5

Salary at Time of Resignation of Presidency

Salary Dollars (thousands)	Former Presidents (N = 130)	Percent
10 - 15	4	3.1
16 - 21	28	21.5
22 - 27	52	40.0
28 - 33	33	25.4
34 - 39	13	10.0
TOTALS	130	100.0
	$\overline{X}$ = $26,275	

The salaries of present presidents at the time of the inquiry are shown in Table 2.6. About 15 of this group did not complete this item. The average present salary was $29,881 (SD = $9265). The distribution of these salaries (in three thousand dollar intervals) are displayed in Table 2.6.

D. College Budget

An examination of operating budgets reveals just how small two-year colleges are in comparison to other institutions in higher education. Almost one fifth (18.5 percent) of college budgets were below one million dollars for the fiscal year 1974, and about six tenths of them were operating with budgets lower than three million dollars. The presence of several colleges with much larger budgets affected the average upward to 3.75 million. These figures underscore the fact that community junior college enrollments are, for the most part,

Table 2.6

Present Salaries

Salary Dollars (thousands)	Present Presidents (N = 229)	Percent
Under 18	2	0.9
18 - 20	11	4.8
21 - 23	21	9.1
24 - 26	39	17.0
27 - 29	42	18.3
30 - 32	41	17.9
33 - 35	29	12.6
36 - 38	29	12.6
39 - 41	9	3.9
Over 41	6	2.6
TOTALS	N = 229	99.7*
X = 29996		

*Totals may not equal 100 percent because of rounding.

concentrated on the low end of the distribution (The 1974 Directory shows 652 of the 811 reporting public community junior colleges with 1973 enrollments of fewer than 3000 students). The distribution of college operating budgets included in this sample are displayed in Table 2.7:

E. Previous Experiences of Presidents

In this section, several varieties of experiences are considered, and supportive data for each is provided. There are reasons to believe

Table 2.7

College Budget

Budget Dollars Millions	Present Presidents	Percent
0.1-1.0	42	18.5
1.1-2.0	59	25.9
2.1-3.0	31	13.6
3.1-4.0	24	10.6
4.1-5.0	11	4.8
5.1-6.0	12	5.3
6.1-7.0	15	6.6
7.1-8.0	9	4.0
8.1-9.0	4	1.8
9.1-10.0	3	1.3
Over 10.0	17	7.4
TOTALS	227	99.8*
$\overline{X} = 3.75$		

*Totals may not equal 100 percent because of rounding.

that previous experiences impinge upon the future of any individual, and community junior college presidents are no exception. The experiences reviewed here are considered to be of that type. The length of experiences of each president with regard to significance in each of the delineated categories (i.e., previous educational administrative experiences outside of education) are examined on a comparative basis.

Of interest is that just over 20 percent of the present presidents indicated that their previous experiences included another presidency (i.e., 43 of the 211 responses received for this demographic query). The distribution is displayed in Table 2.8. Another interesting statistic is the amount of previous college administrative experience

Table 2.8

Number of Presidencies

Number of Presidencies	Number of Presidents	Percent
1st	168	79.6
2nd	37	17.5
3rd	4	1.9
4th	2	0.9
TOTALS	211	99.9*

*Totals may not equal 100 percent because of rounding.

reported by the presidents in each sample. The distribution of this data is displayed in Table 2.9. The mean was found to be 13 years for present presidents and 12 years for the sample of former presidents. An evaluation of the differences between the means in the several pairs of responses between the present and former presidents by use of the t-test for independent pairs indicate there was no significant differences between the groups at the .05 level. A review of the literature leads the author to suspect that a number of two-year college chief officers have acquired some administrative experiences in educational settings other than public community junior colleges. This was borne out by the finding that the present presidents had an average of 7.0 years of such experiences and former presidents averaged 9.6 years of

Table 2.9

College Administrative Experience

Years	Present Presidents	Percent	Former Presidents	Percent
1-3	7	3.1	14	9.9
4-6	35	15.1	20	14.2
7-9	50	22.0	28	19.8
10-12	44	19.0	28	19.8
13-15	30	13.0	14	9.9
16-18	24	10.3	7	4.9
19-21	13	5.6	12	8.5
22-24	13	5.6	1	.7
25 or more	16	6.8	17	12.0
TOTALS	232	100.5*	141	99.7*
	$\overline{X} = 13$		$\overline{X} = 12$	

*Totals may not equal 100 percent because of rounding.

other educational administrative experiences (see Table 2.10). An evaluation of the differences between the means in the several pairs of responses by use of the t-test for independent pairs indicated there was a significant difference at the .05 level.

It was also suspected that most present and former public community junior college presidents had been teachers prior to entering administration. In some of those states in which chief two-year college administrators are subject to certification, prior teaching experience is required, which lent further credence to the supposition. Furthermore,

Table 2.10

Other Administrative Experience

Years	Present Presidents	Percent	Former Presidents	Percent
0	64	32.8	41	31.8
1-3	43	22.0	19	14.7
4-6	32	16.3	27	21.0
7-9	21	10.7	11	8.5
10-12	21	10.7	6	4.7
13-15	8	4.1	8	6.2
16-18	3	1.5	4	3.1
19-21	1	0.5	4	3.1
22 or more	2	1.0	9	7.0
TOTALS	195	99.6*	129	100.1*

*Totals may not equal 100 percent because of rounding.

there are reasons to believe that many of the two-year colleges not burdened with certification also impose such a requirement during the process of searching about for a president on an unofficial basis. Table 2.11 shows the distribution of college teaching experiences of the two samples. The t-test analysis indicated there was no significant difference of the means at the .05 level and Table 2.12 displays the same for teaching experience at other than college level (i.e., mostly secondary and elementary school experiences). The average was in the neighborhood of six years for each type of teaching experience for both samples. The t-test analysis indicated there was no significant differences in the means at the .05 level.

Table 2.11

Previous College Teaching Experience

	Years	Present Presidents	Percent	Former Presidents	Percent
	0	48	20.5	30	20.8
	1-3	72	30.8	45	31.2
	4-6	49	20.0	38	26.3
	7-9	27	11.5	10	6.9
	10-12	20	8.5	13	9.0
	13-15	9	3.8	2	1.4
	16-18	1	0.4	4	2.8
	19-21	5	2.1	2	1.4
	22-24	1	0.4	0	---
	28-30	2	0.9	0	---
TOTALS		N = 234		144	99.8*
			$\overline{X}$ = 6 years		$\overline{X}$ = 5.9 years

*Totals may not equal 100 percent because of rounding.

Table 2.12

Noncollege Teaching Experience of Presidents

Years	Present Presidents	Percent	Former Presidents	Percent
0	38	17.7	26	19.5
1-3	57	26.6	40	30.0
4-6	65	30.3	26	19.5
7-9	20	10.0	16	12.0
10-12	19	8.9	11	8.3
13-15	10	5.0	7	5.3
more than 16	5	2.5	7	5.3
TOTALS	214	101.0*	133	99.9*

*Totals may not equal 100 percent because of rounding.

The last parameter to be considered in this section is work experience outside of education. It was found that the former presidents had slightly higher amounts of work experience outside education (an average of 6.2 years as compared to 5 years for present chief executives of two-year colleges). The t-test analysis indicated there was no significant difference between the means of the present and former presidents' responses at the .05 level. The distribution is displayed in Table 2.13.

Another component of previous experiences that was of interest had to do with the presidents' assessments of what they perceived as being most helpful to them in their presidential role. The majority of both

Table 2.13

Work Experience Outside of Education

Years	Present Presidents	Percent	Former Presidents	Percent
0	48	21.5	26	18.7
1-3	76	34.1	41	29.4
4-6	57	25.5	39	28.0
7-9	15	6.9	9	6.0
10-12	12	4.9	12	8.6
13-15	9	3.9	5	4.0
more than 15	6	2.9	7	5.0
TOTALS	223	99.7*	139	99.7*
	$\overline{X} = 5$		$\overline{X} = 6.2$	

*Totals may not equal 100 percent because of rounding.

samples indicated serving in a lower level administrative capacity was the most helpful previous experience (see Table 2.14). The t-test analysis indicated there was no significant difference between the means at the .05 level.

Also, the study sought to ascertain the variety of positions held by the respondent immediately prior to assuming the presidency. They were asked to indicate which one of four broad categories (see Table 2.15) most appropriately described that position. It was found that 48.9 percent of the present presidents and 33.5 percent of former presidents were deans immediately prior to assuming the presidency. Another sizable percentage of the respondents indicated holding "other educational administrative positions" immediately prior to assuming the

Table 2.14

Most Helpful Previous Experience

	Present Presidents	Percent	Former Presidents	Percent	Type of Experience(a)
	160	70.5	93	65.0	A
	8	3.5	9	6.3	B
	13	5.7	4	2.8	C
	17	7.5	22	15.3	D
	29	12.5	15	10.5	E
TOTALS	227	99.7*	143	99.9*	

*Totals may not equal 100 percent because of rounding.

A = Serving in a lower level administrative capacity
B = Serving as a faculty member
C = My last graduate program
D = My work experience outside the field of education
E = Serving in a previous presidency

presidency (44.0 percent of present presidents and 50.0 percent of past presidents). A substantially higher percentage of the present presidents than former presidents were deans just before assuming the presidency. The t-test analysis showed there was a significant difference between the means at the .05 level.

Table 2.15

Position Held Immediately Prior to Assuming the Presidency

Presidents	Percent	Number of Former Presidents	Percent	Position Category
120	48.9	49	33.5	Deans (full, associate, or assistant)
12	4.9	13	9.0	Faculty members (professors, etc.)
108	44.0	73	50.0	Other educational administrative positions
5	2.0	11	7.5	A position outside of education
245	99.8*	146	100.0*	TOTALS

*Totals may not equal 100 percent because of rounding.

F. Publications and Newspaper Articles

This section reports the findings regarding the writing activities (since 1970) of present and former two-year college presidents. Four components considered were professional books, other books or monographs, journal articles, and newspaper articles.

Table 2.16 indicates the very low number of presidents and past presidents that have written a professional book since 1970. Nine of the 245 present presidents (about 3.6 percent of the total) and six former presidents (about 4.1 percent of that group) had published one or more professional books since 1970. Therefore it can be seen that two-year college presidents, as a whole, are not the ones that frequently become involved in the writing of professional books.

Table 2.16

Professional Books Published Since 1970

Number of Professional Books	Present Presidents	Former Presidents
1	5	4
2	4	---
3	---	1
4	---	---
5	---	---
6	---	1
TOTALS	9	6
	N = 245	N = 146

The samples were then asked to indicate the number of "other books and monographs" written and published by them since 1970. The results are displayed in Table 2.17 About 13.4 percent of the present presidents and 25.3 percent of the past presidents have had one or more monographs and/or books (other than professional) published since 1970. Therefore a greater proportion of former presidents have been engaged in this activity. One wonders whether the bulk of these writings by past presidents may have been done after they had resigned.

The third component in this part of the demographic query dealt with the number of journal articles published since 1970. This data is

Table 2.17

Other Books and Monographs Published Since 1970

Number	Present Presidents	Past Presidents
1	17	13
2	5	8
3	4	7
4	4	3
5	2	2
6	---	---
7	---	---
8	---	1
9 or more	1	3
TOTALS	33	37
	N = 245	N = 146

displayed in Table 2.18. About 29 percent of present presidents and 45.8 percent of former presidents had one or more journal articles published since 1970. These figures indicate an involvement with the writing of journal articles which is considerably greater than what was found to be the case for writing books or monographs. It is logical to assume that this increased frequency relates to the fact that journal articles require less time and effort, and thereby are the more likely variety of professional writing in which busy presidents would take the time to do. We note that a greater portion of the former presidents have had journal articles published. Again, it may be that after resigning from the presidency, such individuals are more likely to seek to engage in the writing of journal articles.

Table 2.18

Number of Journal Articles Published Since 1970

Number of Articles	Present Presidents	Past Presidents
1	2	18
2	27	19
3	15	9
4	7	8
5	5	8
6	5	2
7	---	---
8	1	---
9 or more	9	3
TOTALS	71	67
	N = 245	N = 146

The most frequent type of publications, as would be expected, was the writing of newspaper articles. The findings, (see Table 2.19) indicate about 51 percent of present presidents and past presidents have been involved with the writing of newspaper articles since 1970. Such a high frequency would be expected because the newspaper is a popular mechanism for the dissemination of information about the college.

G. Full-time Institutional Research Personnel

This query was posed for the present presidents only and 67 of the 234 respondents (about 29 percent) stated they did have at least one full-time professional engaged in institutional research.

Table 2.19

News Articles Published Since 1970

Number of News Articles	Present Presidents	Past Presidents
1	2	5
2	8	6
3	10	7
4	6	5
5	9	7
6	5	3
7	1	0
8	2	1
9	81	54
TOTALS	124	88
	N = 245	N = 146

H. Other Demographic Factors

A number of additional demographic factors were obtained by inspection of the catalogue for the schools from which the present presidents came. Each of these are discussed in this section.

Table 2.20 displays the distribution of highest degrees held by the present presidents sampled in this study. In almost half of the cases, the highest degree held by the chief executive was not listed in the catalogue. A very large majority of those that were listed had earned doctorates.

Table 2.20

Present Presidents: Highest Degree Earned

No. of Present Presidents	Percent of Total	Degree
121	---	Not available
2	1.4	Bachelors
27	19.8	Masters
107	78.6	Doctorate

The next factor examined was the age of the school, and this distribution is shown in Table 2.21. As would be expected, over half (i.e., 56.4 percent) of the community junior colleges were founded since 1961.

School enrollment (in thousands) was obtained and the results are similar to the overall distribution of school size found in the 1974 Directory of Community and Junior Colleges. Over half (56 percent) of the two-year colleges in the sample had enrollments of under 2000, and less than one fourth (i.e., 23.2 percent) had enrollments up to 5000. This reflects the fact that most community junior colleges are small institutions (see Table 2.22).

The community junior colleges are apparently a "small town" institution. The population of the cities in which the two-year colleges were located was determined (by utilization of census data).

Table 2.21

School Age

Year Founded	No. of Schools	Percent of Total
Before 1940	64	24.9
1941-45	4	1.6
1946-50	17	6.6
1951-55	7	2.7
1956-60	19	7.4
1961-65	44	17.1
1966-70	90	35.0
1971-75	11	4.3
TOTALS	256	99.6*

*Totals may not equal 100 percent because of rounding.

Table 2.22

School Size

Student Enrollment (in thousands)	No. of Schools	Percent of Total
No Response	4	1.6
0-.9	81	31.5
1-1.9	63	24.5
2-2.9	21	8.2
3-3.9	16	6.2
4-4.9	13	5.1
5-9.9	40	15.6
10 or more	19	7.6
TOTALS	257	100.3*

*Totals may not equal 100 percent because of rounding.

The distribution of the schools by city population is displayed in Table 2.23. It can be noted that 93 percent of the schools were situated in cities having populations (1970) of less than 5000. This finding does not mean, however, that the vast majority of two-year colleges are rural oriented. Many, if not most community colleges are regionally oriented, and there has been a discernible trend to locate the campus in small suburban type towns while still seeking to serve urban groups. This requires students to commute longer distances. It is ironic in that the sites of many new campuses have been determined by geographic rather than population considerations.

Table 2.23

Population of City in Which College is Located

Population (in thousands)	No. of Schools	Percent of Total
No response	2	0.8
0-4.9	239	93.0
5-9.9	10	3.9
10 or more	6	2.4
TOTALS	257	100.1*

*Totals may not equal 100 percent because of rounding.

An inspection of the catalogues led to a clear cut identification of vocational programs in only 127 of the present presidents' schools. There was a rather scattered distribution of number of vocational curriculums offered. Of the 127 schools identified, about half (i.e., 46 percent) had 15 or fewer vocational programs. It appears, if these figures are indicative of the entire group of community junior colleges, that there is a considerable amount of program proliferation, when the enrollments are considered (see Table 2.24).

The number of faculty is displayed in Table 2.25. Over half of the two-year colleges (for which data is available) have 60 or fewer full-time faculty. This would be expected, in view of the size of enrollments described in an earlier paragraph. But larger numbers of part-time faculty, who are most likely the ones who teach the adult and continuing education courses, run lower. Almost half of the reportable colleges (i.e., 47.5 percent) of these two-year schools had 20 or fewer part-time faculty. One possible reason for the low numbers of part-time

Table 2.24

Number of Vocational Programs

	No. of Programs	No. of Schools	Percent of Schools Having Programs
	1-5	4	3.0
	6-9	17	13.4
	10-13	24	18.9
	14-17	24	18.6
	18-21	20	15.2
	22-25	12	9.4
	26-29	9	7.0
	30 or more	17	13.5
TOTALS		127	99.0*

*Totals may not equal 100 percent because of rounding.

Table 2.25

Number of Faculty

No. of Faculty	No. of Schools (full-time faculty)	Percent of Total (full-time faculty)	No. of Schools (Part-time faculty)	Percent of Total (Part-time faculty)
Data unavailable	14	5.5	7	6.6
0-10	6	2.3	65	25.3
11-20	16	6.2	40	15.6
21-30	30	11.7	26	10.1
31-40	27	10.5	16	6.2
41-50	26	10.1	6	2.3
51-60	17	6.6	6	2.3
61-70	15	5.8	8	3.1
71-80	17	6.6	13	5.1
81-90	12	4.7	5	2.0
91-100	9	3.5	2	0.8
More than 100	68	26.8	53	20.9
TOTALS	257	100.3*	247	100.3*

*Totals may not equal 100 percent because of rounding.

faculty is that some schools consider the teaching of late afternoon and evening courses as a part of the full-time faculty loading. It is not known to what extent this approach to full-time faculty assignment is utilized in the two-year colleges, but it is used and to the degree that it is, the amount of effort aimed at adult and continuing education is masked.

The distribution of faculty by degrees are displayed in Table 2.26.

The last table (Table 2.27) in this section displays the number of male and female faculty.

Table 2.26

Distribution of Faculty Degrees (Highest Held)

No. of Faculty	Doctorates		Masters		Bachelor's Only		Other Degrees	
	No. of Schools	Percent	No. of Schools	Percent	No. of Schools	Percent	No. of Schools	Percent
Data unavailable	114		114		114		146	
0-10	101	70.6	5	3.4	71	49.6	86	77.4
11-20	28	19.5	16	11.1	45	31.4	16	14.4
21-30	6	4.1	18	12.5	16	11.1	7	6.3
31-40	1	0.6	17	11.8	6	4.1	---	---
41-50	3	2.0	19	13.2	2	1.3	---	---
51-60	0	0.0	7	4.8	1	0.6	1	0.9
61-70	1	0.6	13	9.0	---	0.0	---	---
71-80	1	0.6	3	2.0	1	0.6	---	---
81-90	---	---	11	7.6	---	---	---	---
91-100	---	---	5	3.4	---	0.6	1	0.9
over 100	3	1.8	32	19.3	---	---	---	---
TOTALS	258	99.8*	257	98.1*	256	99.3*	257	99.9*

*Totals may not equal 100 percent because of rounding.

Table 2.27

Number of Faculty by Sex

		Male		Female	
	No. of Faculty	No. of Schools	Percent	No. of Schools	Percent
	data unavailable	116	---	116	---
	0-10	---	---	28	19.8
	11-20	16	11.3	36	25.5
	21-30	17	12.0	24	17.0
	31-40	20	14.1	19	13.4
	41-50	14	9.9	16	11.3
	51-60	16	11.3	8	5.7
	61-70	9	6.4	4	2.8
	71-80	8	5.7	1	0.7
	81-90	9	6.4	2	1.4
	91-100	7	5.0	---	---
	over 100	25	17.7	3	2.1
TOTALS		141	99.8*	141	99.7*

*Totals may not equal 100 percent because of rounding.

III

The Roles of Two-Year College Presidents

A total of eight ways in which the governance of universities can be viewed have been identified in the literature. Some authorities on the subject contend there is a set of assumptions regarding the most efficient manner for the president to function in each of the modes. The allocation of formal power in each governance configuration is accomplished by procedures that are more or less unique to it. Since the most appropriate functions vary, the presidential role in each is also different. The eight configurations which were described to some extent in Chapter I, are: competitive market, administrative, collective bargaining, democratic, consensus, anarchy, independent judiciary, and plebiscitary autocracy modes (Cohen and March, 1974).

Realistically, not one of those modes appears in pure form and college presidents are more likely to be functioning within a configuration that is an amalgam of two or more of the idealized forms listed here. It would indeed be simplistic to expect the utilization of any single one of the above. If one can believe the accuracy of some observers of college administration, there appears to be a tendency to overuse the administrative, consensus, collective bargaining, and democratic models, while the competitive market, anarchy, independent judiciary, and plebiscitary autocracy modes are underused in descriptions of administration and administrative behavior.

The presidential style rather than being freely determined by the chief executive, is mandated in large part by the governance configuration extant in that college. The style adapted by a wise president is one which is in harmony with the governance structure of that institution. The final requisite for an overall productive relationship is for the college's governance configuration to be one that is deemed satisfactory for that institution. Therefore, when a college adopts a style more-or-less prescribed by that mode and the mode is viewed as an appropriate one, then the executive is in a situation in which he can perform with some degree of success (depending at this point largely upon his own array of leadership skills, etc.).

The presidential styles for the administration (manager), democracy (politician), collective bargaining (mediator), and consensus (chairman) governance configurations are more firmly based (on an idealogical and technical level) than are the other governance modes (i.e., competitive market [entrepreneur], anarchy [catalyist], independent judiciary [judge], or plebiscitary autocracy [philosopher-king]). The presidential styles for the first four modes are in contrast to the styles of the latter four with regard to two sets of presidential roles (see Cohen and March, 1974):

1. Reactive roles (first four modes) vs. initiating roles (last four modes);
2. Roles requiring a continuous public posture (first four roles) vs. a more remote posture in the last four modes.

Three questions in the instrument were aimed at determining the views of the present and former presidents regarding their roles, and they are examined in the sections that follow.

A. Presidents' Most Important Single Function

Part of the phraseology for most questions was altered to accommodate the particular sample (e.g., the present presidents and the former presidents). The wording for each group are as follows:

Present Presidents: What did you perceive as your most important function as president?

Former Presidents:* What did you perceive as your most important function as president a) at the time you were appointed? b) at the time you resigned?

The choice of responses was limited to five. Each of the possible responses were identified with one of the presidential modes alluded to in the preceding paragraph. A brief description of the reasons for the manner in which they were assigned is presented in the following paragraphs.

Response one was "Agent of the faculty." This author assumes such a response implies that the president seeks (or sought in the case of the former presidents) to establish and maintain a coalition of faculty by responding to the pressures of their desires regarding the governing of their college. It is termed as a version of the democracy style of presidency.

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*The reader should understand that the Former Presidents were asked to complete both responses (e.g., "at the time you were appointed" and "at the time you resigned") at the same time--when they received the questionnaire (which was sometime after they resigned, which occurred sometime during 1970-1974). Therefore they were asked to "remember" their perceptions regarding these items at those two separate points in time (which were different for each respondent as well). There is an obvious shortcoming to this approach (which was incorporated in eleven of the items in the instrument), and is associated with the possibility of the respondent inaccurately recalling his feelings about that item at two different points in time. This is an acknowledged limitation of the study, and the reader should be aware of it.

The second response, called "institutional manager," is a presidential mode in which the chief executive manages the major events that occur in accordance with a sequence of activities that includes prior planning, securing of consensus from the major constituents (e.g., lower level administratives, and faculty to some extent) and then implementation of the established agreements. In the performance of these activities in the manner described, the president functions as a consensus seeker and implementer type of administrator. This is considered a version of the consensus style of presidency.

Presidents who perceived their single major function as a "mediator between the faculty and the Board of Trustees" placed themselves in a presidential style termed as collective bargaining in this study. The author perceives this as a presidential mode where the chief executive of the community college serves as an intervening factor in most of the matters that lie between the faculty on one side and the Board of Trustees on the other. His function in these activities is to facilitate the achievement of agreement (or compromises where agreements cannot be attained) between the several parties. Based upon these outcomes, the chief executive proceeds to implement the established agreements and compromises into the operation of the college.

The fourth possible response to this question (Agent of the Board) is a presidential mode where this author believes the chief executive views his major role as establishing and exercising contacts of the various facets of college operation such that the objectives set down by the Board of Trustees can be achieved. Such an individual perceives his primary responsibility as being with the governing board, with his major duty being to carry out their decisions. This presidential style is considered a version of the Administrative style in this study.

Those presidents, who view their most important single function as related to "public relations" (the fifth possible response to the question), likely perceive themselves obtaining their authority by virtue of their being selected by the Board of Trustees, and seek to obtain strong support of the faculty and lower level administrators. He assumes that the objectives of his constituency are homogeneous and known to him, therefore he primarily concerns himself with making decisions and interpreting the college to the public at large. This presidential mode has some of the characteristics of the plebiscitary autocracy mode.

Responses to this question are displayed in Table 3.1. The great majority of those in each group (i.e., present presidents, former presidents at time of appointment, and former presidents at time of resignation) selected "institutional manager" as their single most important function (from those listed). Therefore most of the present and former presidents viewed themselves as functioning in what was termed in this study as the consensus mode. It is believed that such presidents view themselves as managers of events that place in accordance with a sequence that includes previous planning, obtaining agreement from the constituencies, followed by attempts to implement them. It should be emphasized that these interpretations were arrived at by this author, based upon a review of the literature.

It should be noted that a significant difference at the .05 level was found for the analysis of Present Presidents versus Former

Table 3.1

President's Most Important Single Function

Response	Presidential Style[a]	P.P.[b]	% of Total Responses	F.P. (1)	% of Total Responses	F.P. (1)	% of Total Responses
Agent of the Faculty	Democracy	2	0.9	9	6.2	1	0.8
Institutional Manager	Consensus	179	78.8	104	71.7	87	67.4
Mediator between Faculty and Board	Collective Bargaining	9	4.0	3	2.1	10	7.8
Agent of the Board	Administration	31	13.6	14	9.7	24	18.6
Public Relations	Plebiscitary Autocracy	6	2.6	15	10.3	7	5.4
TOTALS		227	99.9*	145	100.0*	129	100.0*

*Totals may not equal 100 percent because of rounding.

a. A description of each presidential style is provided in the paragraphs preceding this table.
b. P.P. = Present Presidents
c. F.P.(1) = Former Presidents (when first appointed)
d. F.P.(2) = Former Presidents (at the time of resignation)

Presidents when first appointed.* Stating this in terms of the question: The responses of the present presidents and the former presidents when they were first appointed as to their single most important role as president was significantly different. An examination of the distribution of responses (in Table 3.1) shows that there was a relatively greater proportion of present presidents who viewed their chief single role as that of agent of the board than was the case for the former presidents when they were first appointed. Also, a relatively greater proportion of the former presidents at the time of their appointment apparently considered their chief role to be either an agent of the faculty or public relations. Of interest is that the views of the present presidents and former presidents at the time they resigned were not significantly different.

B. The Presidents' Role in Times of Internal Disagreements and Tensions

This item was phrased in the following way:

Present Presidents: What is your major role as president in times of internal disagreements and tensions?

Former Presidents: What did you perceive as your major role as president in times of internal disagreements and tensions at the time you were a) appointed? b) resigned?

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*The significance of the difference between the means in several pairs of responses regarding this question as president [Past and Present Presidents] was evaluated by utilization of the t-test. The t-test for independent pairs was utilized for the first two analysis, which were between Present Presidents and Former Presidents. And the t-test for dependent pairs was used for the last analysis which was between the two responses of the past presidents. This same form of analysis was used throughout in those cases where differences between present presidents and former presidents were examined.

There were six possible responses, which are listed below with a brief explanation of each.

Advocate of the Board of Trustees. This role was interpreted to be one associated with the Administration presidential style because it conforms with the broad notion that the president serves to control the college's operation with the intention of achieving the board's objectives.

Arbiter. The presidential mode here is interpreted as one where he arbitrates in the interest of gaining a consensus from the constituents, which he then implements, if they can be consensualized or arbitrated. This is interpreted as the consensual presidential style.

Mediator. This role places the president as functioning in the collective bargaining style because of seeking to mediate points of disagreement, and strives to have the constituents arrive at agreements that are satisfactory to all parties concerned.

Advocate of the Faculty. The president, in this role strives to achieve a winning coalition of the faculty, and is considered a version of the Democracy presidential mode.

Advocate of the Student. In seeking to achieve a winning coalition of the students, the president adopts another version of the Democracy presidential style.

Remain out of the process completely. A president who plays this role remains aloft from the business of resolving internal disagreements and tensions, and is functioning in a version of the Plebiscitary autocracy presidential mode.

The distribution of responses is displayed in Table 3.2.

Table 3.2

President's Role During Internal Disagreement and Tension

Response	Presidential Style[a]	P.P. (b)	%	F.P. (1)[c]	%	F.P. (2)[b]	%
Advocate of the Board of Trustees	Administration	68	27.7	61	43.2	32	24.6
Arbiter	Consensus	46	18.7	21	14.8	20	15.3
Mediator	Collective Bargaining	125	51.0	48	34.0	59	45.3
Advocate of the Faculty	Democracy	1	0.4	3	2.1	6	4.6
Advocate of the Students	Democracy	2	0.8	6	4.3	8	6.2
Remain Out of the Process Completely	Plebiscitary Autocracy	3	1.2	2	1.4	5	3.8

*Totals may not equal 100 percent because of rounding.

a. These presidential styles are described in the preceding paragraph.
b. P.P. = Present Presidents
c. F.P.(1) = Former Presidents when they were appointed
d. F.P.(2) = Former Presidents when they resigned

Two of the three analyses found differences that were significant at the .05 level. These were:

1. P.P. vs. F.P.(1); and
2. F.P.(1) vs. F.P.(2)

Therefore, significant differences (at the .05 level) were found between: present presidents and former presidents (at the time they were appointed), and former presidents (at the time they were appointed) and former presidents (the time they resigned), regarding the way in which they perceived their major role in times of internal disagreements and tension.

Examining Table 3.2 shows present presidents responded less to 1 (Advocate of the Board of Trustees), 2 (Arbiter), and 3 (Mediator), than did the former presidents at the time they resigned. Also the former presidents at the time they resigned responded less heavily to item 1 (Advocate of the Board of Trustees), and more heavily than was the case when they were appointed. Furthermore, there was a substantial proportionate increase in the responses for item 3 (Mediator) by the former presidents at the time they resigned. That is, when first appointed more of them perceived their role in times of disagreement and tension as advocates of the board of trustees but, an increasing number of them shifted to seeing their role during such times as mediator at the time they resigned.

C. Presidents' Perceptions of Their Major Role in Collective Bargaining

A third questionnaire item relative to the presidential role dealt with collective bargaining.

Present Presidents: What do you perceive as your major role in collective bargaining?

Former Presidents: What did you perceive as your major presidential role in collective bargaining at the time you were a) appointed? b) resigned?

The responses are displayed in Table 3.3.

A significant difference at the .05 level was found between present presidents and former presidents when first appointed. That is, there

Table 3.3

Presidential Role in Collective Bargaining

Response	Presidential Style[a]	P.P. (b)	%	F.P. (1)[c]	%	F.P. (2)[d]	%
Does Not Apply Faculty not unionized	------	159	64.8	119	8.15	87	65.9
Advocate of the Board of Trustees	Administration	40	16.3	6	4.1	16	12.1
Arbiter	Consensus	2	0.8	1	0.7	---	---
Mediator	Collective Bargaining	8	3.3	4	2.7	4	3.0
Advocate of the Faculty	Democracy	1	0.4	---	---	1	0.8
Liason Between Board and Faculty	Collective Bargaining	18	7.3	12	8.2	15	11.3
Remain Out of the Process Completely	Plebiscitary	17	6.9	4	2.7	9	6.8
Totals		245	99.8*	146	99.9*	132	99.9*

*Totals may not equal 100 percent because of rounding.

a. These presidential styles are described in the preceding paragraph.
b. P.P. = Present Presidents
c. F.P.(1) = Former Presidents when they were appointed
d. F.P.(2) = Former Presidents when they resigned.

was a significant difference (at the .05 level) in the responses between present presidents and former presidents at the time they were appointed regarding their roles during collective bargaining.

From Table 3.3 it can be seen that present presidents favored responses 2 (Advocate of the Board) and 7 (Remain out of the process entirely) more than did the former presidents at the time they were appointed. Also of considerable interest is the greater percentage of former presidents who entered their presidencies with nonunionized faculties, and which became proportionately similar to present presidents by the time they resigned.

Also a higher proportion of the present presidents perceived their major role during collective bargaining to be an advocate to the board of trustees or to remain out of the process entirely.

IV

Influence of Presidents on Selected College Factors

Long range planning, one of the many activities in which presidents may become involved, may result in developing plans that could end up being symbols, advertisements, games, and/or excuses for interaction. Of interest is a general belief that college presidents (or other high level administrators in the college) obtain very little in the way of rewards for conducting planning activities. Perhaps this has something to do with the fact that education is especially sensitive to those who are taught and those who do the teaching and tends to place its priorities in those concerns. Although the president does customarily have more power than others in the college, he traditionally does not play a dominant role in making decisions regarding those concerns having to do with students and faculty. This is borne out in the findings of this section, as discussed in the following paragraphs. The amount of power possessed by a president cannot be completely ascertained, nor can the desired amount needed to optimize the position be determined. (One can compare this to attempts in engineering to determine the strength of a material, which is ascertained only by conduct of a destruction test. So it is with the president's power, it's limits can't be determined without such a test, which would provide the information but possibly destroy that individual's further possibility of functioning as president.)

One of the manifestations of power is the degree of influence the president perceives himself as having over several components in the college setting. Using this as a rationale, a total of six questions were posed by this investigator. Each question, and the responses obtained from the two samples are discussed in the following paragraphs.

A. Presidential Influence on Budget

The question pertaining to this concern was as follows:

Present Presidents: What degree of influence do you have upon the college budget?

Former Presidents: What degree of influence did you have upon the college budget at the time you a) were appointed? b) resigned?

The results are displayed in Table 4.1.

A significant difference at the .05 level was found in the responses between present presidents and former presidents when they resigned. Examining the results between these two sets of responses, it is seen that a greater percentage of the former presidents when they resigned perceived themselves as having "total" influence over the budget, than did the present presidents. Also, a larger percentage of the present presidents felt that they had "some" influence over the budget as compared to the former presidents at the time they resigned. The important point is that there was no significant differences between the perceptions of present and former presidents at the time they were appointed but the differences were significantly different between the present presidents and the former presidents at the time they resigned.

Table 4.1

Presidential Influence on Budget

No.	Response	Present President	Percent	Former President 1st	Percent	Former President 2nd	Percent
1	Total (100%)	30	12.7	42	28.2	28	20.7
2	Much (75%)	119	50.2	65	43.6	65	48.1
3	Some (50%)	56	23.6	20	13.4	20	14.8
4	Little (25%)	32	13.5	15	9.3	18	13.3
5	None (0%)	---	---	7	4.6	4	3.0
TOTALS		237	100.0	149	99.1*	135	99.9*

*Totals may not equal 100 percent because of rounding.

B. Presidential Influence on Curriculum Planning

This question was worded as follows:

Present Presidents: Indicate the extent to which you influence curriculum planning in your college.

Former Presidents: Indicate the extent to which you influenced curriculum planning in your college at the time of a) appointment, and b) resignation.

The results are shown in Table 4.2. The t-tests described earlier were conducted and significant differences were found for present presidents vs. former presidents (at the time they were appointed), and former presidents (at the time they were appointed) and former presidents (at the time they resigned).

Table 4.2

Presidential Influence on Curriculum Planning

No.	Response	Present President	Percent	Former President 1st	Percent	Former President 2nd	Percent
1	Total	---	---	28	18.8	6	4.5
2	Much	68	30.0	65	43.6	48	35.8
3	Some	114	50.2	38	25.5	48	35.8
4	Little	44	19.4	14	9.4	29	21.6
5	None	1	0.4	4	2.7	3	2.2
TOTALS		227	100.0	149	100.0	134	99.9*

*Totals may not equal 100 percent because of rounding.

The larger differences between responses for present presidents and former presidents at the time they were appointed included the following: a greater percentage of the present presidents indicated they had "some" or "little" influence on curriculum planning. On the other hand, the former presidents when first appointed responses' displayed larger percentages of "total" and "much" responses regarding their influence on curriculum planning. Of interest is that the present presidents perceived their influence in ways similar to other higher education chief administrators, whereas the perceptions of the former presidents at the time they were first appointed appeared to be closer to the amount of influence a secondary school chief administrator would anticipate having (i.e., more authoritarian).

Of considerable interest is that the former presidents underwent a significant change in perceptions regarding this matter between the time they were appointed and when they resigned. Their responses regarding their perceptions at the time they resigned were much more like those of present presidents, (to the extent that there was no significant differences in the responses).

C. Presidential Influence on Facilities Planning

The question regarding this concern was worded as follows:

Present Presidents: Indicate the extent to which you influence facilities planning in your college.

Former Presidents: Indicate the extent to which you influenced facilities planning in your college a) when appointed, and b) when resigned.

The results are displayed in Table 4.3. The t-tests described earlier were conducted and no significant differences were found. Therefore, both present presidents and former presidents (both at the time they were appointed and when they resigned) hold similar views regarding their influence on facilities planning.

It is seen that most of the chief executives in each group felt they have "much" and "some" influence on facilities planning. Of some interest is that almost a fourth of the past presidents in both categories (e.g., when first appointed and when resigned) perceived themselves as having "total" influence on the matter of facilities planning. One wonders if this may be a manifestation of a greater prevalence of authoritarian aspects of leadership among the former presidents' group.

Table 4.3

Presidential Influence on Facilities Planning

No.	Response	Present President	Percent	Former President 1st	Percent	Former President 2nd	Percent
1	Total	12	5.3	44	29.7	32	23.5
2	Much	166	73.1	61	41.2	66	48.5
3	Some	46	20.3	19	12.8	24	17.6
4	Little	3	1.3	17	11.5	8	5.9
5	None	---	---	7	4.7	6	4.4
TOTALS		227	100.0	148	99.9*	136	99.9*

*Totals may not equal 100 percent because of rounding.

It is seen that most of the chief executives in each group felt they have "much" and "some" influence on facilities planning. Of some interest is that almost a fourth of the past presidents in both categories (e.g., when first appointed and when resigned) perceived themselves as having "total" influence on the matter of facilities planning. One wonders if this may be a manifestation of a greater prevalence of authoritarian aspects of leadership among the former presidents' group.

D. Presidential Influence on Faculty

This concern was expressed in question form in the following manner:

Present Presidents: Indicate the extent to which you influence your faculty.

Former Presidents: Indicate the extent to which you influenced your faculty when a) first appointed, and b) resigned.

The results are displayed in Table 4.4. The t-test analysis described earlier was conducted. Significant differences were found between: a) present presidents and former presidents when they were appointed, b) present presidents and former presidents at the time they resigned.

Examining the results, it is found that the present presidents responded more heavily (than former presidents when first appointed) to "some" in terms of presidential influence on the faculty. On the other hand, the former presidents (at the time they were appointed) had a much greater percentage (than the present presidents) of their responses in the "total" and "much" categories.

Table 4.4

Presidential Influence on Faculty

No.	Response	Present President	Percent	Former President 1st	Percent	Former President 2nd	Percent
1	Total	1	.4	22	15.3	3	2.3
2	Much	70	30.8	77	53.5	62	47.3
3	Some	137	60.3	29	20.1	38	37.0
4	Little	19	8.3	12	8.3	12	9.2
5	None	0	---	4	2.7	6	4.5
TOTALS		227	99.8*	144	99.9*	131	100.3*

*Totals may not equal 100 percent because of rounding.

E. Presidential Influence on Students

The question was phrased as follows:

Present Presidents: Indicate the extent to which you influence students in your college.

Former Presidents: Indicate the extent to which you influence students in your college a) when appointed, and b) when resigned. The results are displayed in Table 4.5. The t-test analysis described earlier was conducted. Significant differences were found between: a) Present presidents and former presidents when they were appointed; b) Present presidents and former presidents when they resigned.

Table 4.5

Presidential Influence on Students

No.	Response	Present President	Percent	Former President 1st	Percent	Former President 2nd	Percent
1	Total	---	---	11	7.5	2	1.0
2	Much	17	7.5	54	37.0	34	27.8
3	Some	116	51.1	44	30.1	48	39.3
4	Little	90	39.6	31	21.2	36	30.0
5	None	4	1.8	6	4.1	2	1.0
TOTALS		227	100.0	146	99.9*	122	99.1*

*Totals may not equal 100 percent because of rounding.

Examining Table 4.5, it is seen that the present presidents were more likely to perceive their influence on students as being "some" or "little," whereas more of the former presidents when they were first appointed considered their influence as "total," "much," and "some" on this matter. This may be an indication, again, of a greater tendency toward authoritarianism (and paternalism) on the part of former presidents regarding their perceived influence upon the students.

The former presidents at the time they resigned responses underwent some changes as compared to their responses for the time they were appointed. However, there was some apparent hardening of perceptions regarding the matter as well, as the former presidents at the time they resigned responses were still skewed toward the "much" and "some" end of the distribution. This author conjectures, as indicated earlier, that this is a manifestation of greater degrees of authoritarianism and paternalism on the part of former presidents as compared to present presidents.

F. Presidential Influence on the Board

The question regarding this concern was worded as follows:

Present Presidents: To what extent do you influence your board of trustees and their governance decisions?

Former Presidents: To what extent do you influence your board of trustees and their governance decisions when a) first appointed, and b) resigned.

The results are displayed in Table 4.6. The t-test analysis described earlier was conducted and no significant difference between the groups were found.

There was general agreement among the presidents that their influence on the Board of Trustees was "total," "much" and "some." Although no statistically significant differences were uncovered, it is interesting to note that a higher percentage of the former presidents (than present presidents) perceived themselves as having "total" influence on the Board of Trustees. There is a touch of irony in this observation.

Table 4.6

Presidential Influence on the Board of Trustees and Their Governance Decisions

No.	Response	Present Presidents	Percent	Former President 1st	Percent	Former President 2nd	Percent
1	Total	7	3.1	29	20.3	13	10.0
2	Much	155	68.0	64	44.3	67	52.0
3	Some	39	17.1	28	19.6	21	16.1
4	Little	23	10.1	15	10.5	19	14.6
5	None	3	1.3	7	5.0	10	8.0
TOTALS		227	99.6*	143	100.2*	130	100.7*

*Totals may not equal 100 percent because of rounding.

V

College Orientation Perceptions of Presidents

It was felt that the views of the presidents regarding the orientation of their college had much to do with why they were there, how they would seek to function as chief executive, and if they remain, what directions might be favored by them in such matters as involvement of governance models, of curriculums favored, and approaches to institutional changes and innovations (particularly with regard to programs). Considerations regarding these matters are examined in the following sections.

A. Views of Presidents Regarding Prevailing and Ideal Governance Models

The question regarding this matter was posed in the following manner:

> Present Presidents: Several college governance models are listed below. Indicate: a) the one that most closely resembles your present situation, and b) the one you considered most desirable.
>
> Former Presidents: Several college governance models are listed below. Indicate: a) the one that most closely resembles your situation at the time of your resignation; b) the one you would have considered the most desirable.

These models were described in the questionnaire in the following manner. The name of each model, in terms of those discussed in Chapters I and III, not included in the actual instrument however are provided in brackets for ease of reference.

Model A: President is a chief purveyor of goods (i.e., students, faculty, other personnel, etc.). [Competitive Market]

Model B: Organized to achieve predetermined well-defined goals [Administrative].

Model C: Conflicting interests of constituents and personnel are resolved through formal contracts and various social arrangements [Collective Bargaining].

Model D: President functions as chief politician among the constituents who have the voting power [Democratic].

Model E: The president leads various groups into seeking consensus among conflicting interests [Consensus].

Model F: Many individuals with a high degree of autonomy make own decisions with primary regard to their own concerns rather than those of the college [Anarchy].

The responses are displayed in Table 5.1. Significant relationships at the .05 level was found for only one of the six combinations: Present presidents actual model vs. present presidents ideal model. An examination of the results in Table 5.1 shows that nearly twice as many viewed the administrative model as the ideal in comparison to the number who perceived it as their existing model. In other words, a substantial majority of the present presidents would have preferred the governance mode where the institution was organized for the major purpose of achieving goals that were predetermined and well defined. These chief executives apparently prefer to reduce some of the ambiguity associated with roles they play in their present governance mode. Also of considerable interest is that many of the presidents who perceive their present governance model as being competitive market, collective bargaining, or consensus, do not view it as the ideal governance mode. The administrative mode is unquestionably the most desirable one as far as the present presidents in this study are concerned.

Table 5.1

Views Regarding Prevailing and Ideal Governance Models

	Present Presidents				Former Presidents			
Model	Present	%	Ideal	%	When Resigned	%	Ideal	%
A Competitive Market	62	25.3	37	15.3	31	23.8	12	8.7
B Administrative	78	31.8	158	65.2	42	32.3	90	65.2
C Collective Bargaining	34	13.9	8	3.3	8	6.2	1	0.7
D Democratic	2	0.8	1	0.4	10	7.7	2	1.4
E Consensus	65	26.5	39	16.1	28	21.5	32	23.1
F Anarchy	4	1.6	2	0.8	11	8.5	1	0.7
TOTALS	245	99.9*	242	101.0*	130	100.0	138	99.8*

*Totals may not equal 100 percent because of rounding.

B. Presidents' Ranking of Programs

The presidents were asked to indicate their perceived importance of several types of programs. The question was posed in the following manner:

> Present Presidents: Several varieties of college curricula are listed below, please rank them in the order of their importance in your college.

Former Presidents: Several varieties of college curricula are listed below, please rank them in the order of their importance in your college at the time of your a) appointment and b) resignation.

The curriculums provided as choices in this item were listed in the following manner:

a) general studies

b) vocational studies

c) preprofessional studies (i.e., senior college transfer oriented)

d) adult-continuing (i.e., part-time) studies

e) basic studies (i.e., preparatory for college level studies).

Each of the options received a first rank ordering by some of the presidents, and this distribution is displayed in Table 5.2. The t-test analysis described earlier showed there were no significant differences between rank ordering at the .05 confidence level. However, significant differences between the following combinations were found:

Second rank: P.P. vs. F.P (appointed)
Fifth rank: P.P. vs. F.P. (resigned)
F.P. (appointed) vs. F.P. (resigned)

Table 5.2

Distribution of First Rank Ordering of Programs

No.	Response	Present President	Percent	Former President 1st	Percent	Former President 2nd	Percent
1	No Response	31	---	18	---	33	---
2	General Studies	69	32.2	23	17.1	15	12.6
3	Vocational Studies	56	26.1	47	35.0	54	45.3
4	Preprofessional Studies	53	24.8	48	35.8	29	24.3
5	Adult-Continuing Studies	22	10.3	7	5.2	9	7.5
6	Basic Studies	14	6.5	9	6.7	12	10.0
TOTALS		214	99.9*	134	99.8*	119	99.7*

*Totals may not equal 100 percent because of rounding.

Presenting the rank order findings by program enables us to examine the curriculum priorities of the chief executives in another way. These bear out the earlier statement that program priorities appear to reside among general studies, vocational studies, and preprofessional studies. This is shown by larger numbers of presidents in each group that assigned rank orders of one, two, or three for these curriculums. These are displayed in Tables 5.3 through 5.7.

Table 5.3

Rank Ordering of General Studies Curriculum

Rank Order	Present Presidents	Percent	Former Presidents (1)	Percent	Former Presidents (2)	Percent
1	69	32.3	23	15.4	15	10.4
2	56	26.3	36	24.1	33	22.9
3	53	24.8	44	29.5	34	23.6
4	21	9.9	33	22.1	37	25.6
5	14	6.6	13	8.7	25	17.3

*Totals may not equal 100 percent because of rounding.

Table 5.4

Rank Ordering of Vocational Studies Curriculum

Rank Order	Present Presidents	Percent	Former Presidents (1)	Percent	Former Presidents (2)	Percent
1	56	30.6	47	37.9	54	45.8
2	75	40.9	35	28.2	41	34.7
3	24	13.1	17	13.7	12	10.1
4	20	10.9	19	15.3	6	5.1
5	8	4.4	6	4.8	5	4.2
TOTALS	183	99.9*	124	99.9*	118	99.9*

*Totals may not equal 100 percent because of rounding.

Table 5.5

Rank Ordering of Preprofessional Studies Curriculum

Rank Order	Present Presidents	Percent	Former Presidents (1)	Percent	Former Presidents (2)	Percent
1	53	28.8	48	41.7	29	26.3
2	30	16.3	20	17.3	23	20.9
3	26	14.1	17	14.8	18	16.3
4	43	23.4	10	8.7	17	15.4
5	32	17.4	20	17.3	23	20.9
TOTALS	184	100.0	115	99.8*	110	99.8*

*Totals may not equal 100 percent because of rounding.

Table 5.6

Rank Ordering of Adult Continuing Education Curriculum

Rank Order	Present Presidents	Percent	Former Presidents (1)	Percent	Former Presidents (2)	Percent
1	22	12.3	7	5.9	9	7.9
2	22	12.3	28	23.7	19	16.6
3	47	26.4	27	22.9	42	36.8
4	54	30.3	29	24.5	25	21.9
5	33	18.5	27	22.9	19	16.6
TOTALS	178	99.8*	118	99.9*	114	99.8*

*Totals may not equal 100 percent because of rounding.

Table 5.7

Rank Ordering of Basic Studies Curriculum

Rank Order	Present Presidents	Percent	Former Presidents (1)	Percent	Former Presidents (2)	Percent
1	14	7.8	9	7.9	12	11.3
2	9	5.1	10	8.7	10	9.4
3	33	18.5	22	19.3	15	14.1
4	34	19.1	26	22.8	33	31.1
5	88	49.4	47	41.2	36	33.9
TOTALS	178	99.9*	114	99.9*	106	99.8*

*Totals may not equal 100 percent because of rounding.

C. Commitment to Institutional Research

Rather than directly ask the respondents whether they were committed to conducting institution research in their colleges, the investigator felt that a valid indication of this would be the employment of at least one full-time professional person to this endeavor. The question was posed only to the group of present presidents. Just under 30 percent (e.g., 67 of 234 responses) answered in the affirmative. This marks an increase in this concern during the past decade or so, based on the proportion of community junior colleges that employed professional persons for full-time involvements with institutional research (see Gillie, 1973; and Gilli, 1976).

It would be reasonable to suspect that as these institutions mature, and their enrollments and the budget stabilize, there will be increased interest in assessing the extent and manner in which institutional goals are achieved. As this concern matures, the employment of permanent and full-time institutional research professionals will become extant.

VI

Decision-Making Activities of Presidents

Internal governance is one of the many roles that a community junior college president must assume. The nature of the decisions made by a president relate to his conceptions of governance in relationship to the situational scene within the environment of that institution. The present and former presidents that comprise the samples in this study were asked to respond to six decision-making related questions. The results, and comparisons between the two groups are presented in the following paragraphs.

A. Presidential Decision-Making on All Matters

This question, with five possible answers ranging from completely agree to disagree, was posed in the following manner.

Present Presidents: At present, you don't make a decision about all matters brought before you.

Former Presidents: While you were president, you didn't have to make a decision about all matters brought before you.

The distribution of responses are displayed in Table 6.1.

It was found that there was a significant difference between the responses of the present and former presidents. The major differences in the responses of the two groups are found in the midresponse "agree," where a greater percentage of the present presidents than the former presidents placed their choice. Also, a smaller percentage of the present presidents than former presidents indicated their response choice as being "disagree." A total of 75.0 percent of the present presidents and 66.6 percent of the former presidents placed their choices in the upper three responses. Therefore, the significant differences between the responses of the two groups of chief executives was in the direction of the present presidents more strongly perceiving themselves as making decisions in all matters.

Table 6.1

Decisions on All Matters

No.	Response	Present President	Percent	Former President	Percent
1	Completely Agree	52	22.9	28	19.0
2	Strongly Agree	57	25.1	35	23.8
3	Agree	63	27.8	35	23.8
4	Agree with Reservations	40	17.6	31	21.0
5	Disagree	15	6.6	18	12.2
TOTALS		227	100.0	147	99.8*

*Totals may not equal 100 percent because of rounding.

B. Presidential Decision-Making Over the Heads of Others

This query was posed in the following manner:

Present Presidents: You would not make a decision over the head of a person who should make that decision.

Former Presidents: While you were president, you would not make a decision over the head of a person who should have made that decision. The distribution of the results are displayed in Table 6.2.

Table 6.2

Decisions Over Head of Others

No.	Response	Present President	Percent	Former President	Percent
1	Completely Agree	34	15.0	24	16.3
2	Strongly Agree	81	35.6	61	41.5
3	Agree	27	11.8	11	7.4
4	Agree with Reservations	74	32.5	41	27.8
5	Disagree	11	4.8	10	6.8
TOTALS		227	99.7*	147	99.8*

*Totals may not equal 100 percent because of rounding.

The heaviest rate of response for both groups was in the "strongly agreed" category. This indicates that many of present presidents and former presidents alike would not intercede in making decisions in areas of responsibilities that they perceive as belonging to others in their organization. But a substantial number in each group placed their choice with "agree with reservations." This can be interpreted as some of these individuals feeling that decisions countermanding lower level made decisions might be made by them if it were deemed in the best interest of their institution.

No significant differences were found between the responses of the two groups.

C. Presidential Delegation of Decision-Making Authority

The question related to this concern was stated in the following manner:

Present Presidents: You delegate some of your decision-making.

Former Presidents: While you were president, you delegated some of your decision-making.

The distribution of the responses are displayed in Table 6.3.

Table 6.3

Delegation of Decision-Making

No.	Response	Present President	Percent	Former President	Percent
1	Completely Agree	116	51.1	69	46.6
2	Strongly Agree	73	32.1	49	33.1
3	Agree	29	12.8	21	14.2
4	Agree with Reservations	9	3.9	6	4.1
5	Disagree	---	---	3	2.0
TOTALS		227	99.9*	148	100.0

*Totals may not equal 100 percent because of rounding.

The great majority of presidents and former presidents chose the upper two responses for this question. The interpretation is that most of the respondents believed in and practiced the business of delegating certain decision-making responsibilities to others in their organization.

No significant differences in the responses of the present presidents and former presidents were uncovered.

D. Presidential Decision-Making on Matters of a Minor Nature

Following is the query regarding this concern.

Present Presidents: Decisions on matters deemed to be of a minor nature are just as carefully considered by you as those which are of major concern.

Former Presidents: While you were president, decisions on matters deemed to be of a minor nature or just as carefully considered by you as those which were of major concern.

The distribution of results for both groups are displayed in Table 6.4.

Table 6.4

Decisions on Minor Matters

No.	Response	Present President	Percent	Former President	Percent
1	Completely Agree	32	14.1	18	12.2
2	Strongly Agree	52	22.9	33	22.3
3	Agree	58	25.6	22	14.9
4	Agree with Reservations	48	21.1	52	35.1
5	Disagree	37	16.2	23	15.5
TOTALS		227	99.9*	148	100.0

*Totals may not equal 100 percent because of rounding.

Considerable commonality in responses was found for this question also. There was general agreement among both present and former presidents in that they allocated an equal degree of consideration for decision-making in minor matters as they did with major concerns.

No significant differences between the responses of the present president and former presidents were found.

E. Presidents' Perceptions of Where the Real Decision-Making Power Resides

The question was stated in the following manner:

Present Presidents: Where does the real decision-making power of your college exist at this time?

Former Presidents: Where did the real decision-making power of your college exist a) at the time you were appointed, and b) at the time you resigned?

The three sets of responses are displayed in Table 6.5

Table 6.5

Site of Decision-Making Power

No.	Response	Present President	Percent	Former President 1st	Percent	Former President 2nd	Percent
1	State Legislature	62	25.3	8	5.6	15	11.8
2	State Board (or Agency)	34	13.9	26	18.3	28	22.0
3	Trustees	82	33.5	58	40.8	47	37.0
4	President	62	25.3	48	33.8	32	25.1
5	Faculty	5	2.0	2	---	5	3.9
6	Students	---	---	---	1.4	---	---
TOTALS		245	100.0	142	99.9*	127	99.8*

*Totals may not equal 100 percent because of rounding.

Significant differences were found between the responses of: a) present presidents vs. former presidents when first appointed; b) former presidents at the time they were appointed vs. former presidents when they were appointed vs. former presidents when they resigned.

The major differences between the present presidents and the former presidents when first appointed include the following: a greater percentage of the present presidents perceive the real decision-making power as residing with the state legislature. On the other hand, a comparatively larger fraction of the former presidents saw the real decision-making power resting with trustees and the president.

The major changes in responses by the former presidents regarding their perceptions of this query came from the time they were appointed to their resignation are as follows: The major change in the reduction and the percentage of former presidents who felt the president was the major cite of decision-making power. The second largest change was in the increased percentage of the former presidents who identified the state legislature as the seat of real decision-making power. A third change, almost as large as the second one, was the reduction of respondence in this group who viewed the trustees as a chief decision-making authority.

The changes in perceptions of former presidents (from the time they were first appointed to when they resigned) changed in such directions that their final perceptions were more congruent with those of the present presidents. The most obvious change was toward viewing the state legislature and state board or agency as being the real source of decision-making power.

VII

Work Schedules of Presidents

Each form of the questionnaire contained six items relating to the work schedule of the president (or former president while he was in that office). Several previous studies, (see Cohen and March, 1974; Perkins, et al., 1967) obtained findings that indicate the college president conducts his activities in a mixture of several configurations. These could be described in several ways. The first is an administrator, where he deals with lower level administration and faculty within his college. Those questions dealing with weekly time allocation (section B), and time spent with certain groups (section C) relate to this aspect of presidential conduct. The president functioning as a political leader, where he deals with his constituents, is the second activities configuration. Some aspects of the typical work week schedule (section A), percent of weekly time allocation (section B), time spent with certain groups (section C), frequency of board meetings (section E), and attendance at professional conferences (section F) have relationships to these political concerns. The chief executive needs also to function as an entrepreneur at times, where he deals with business and industrial oriented persons of the community, with his custodial staff, and with the suppliers of the sundry goods consumed within the college community. The questions that have some concern with this aspect of presidential activities include typical work week (section A), weekly time allocation (section B), and time spent with certain groups (section C). A fourth configuration has to do with continued professional development of the chief executive. Items that relate to this concern include typical work week (section A), weekly time allocation (section B), time spent with certain groups (section C), and number of professional conferences attended (section F). The fifth and the final configuration has to do with personal health and related matters that are tangential to presidential activities. The questions that relate to this include typical work week (section A), time spent with certain groups (section C) and allowance for personal fatigue (section D).

Of interest is the overlap of most of the questions into two or more of these configurations. The reason, of course, is that the nature of the specific responses within each question introduce the overlapping effect. Table 7.1 displays the overlay of the questions to these configurations.

A review of the distribution of these configurations among the six questions included in this part of the inquiry shows that two of them (e.g., regarding typical work week and time spent with certain groups) are at least tangential to four of the five configurations.

The following sections examine each of the questions in greater detail.

Table 7.1

Relationships Between Six Presidential
Activities Configurations and Several Questions

	Configuration(a)				
Question	1	2	3	4	5
A. Typical Work Week		X	X	X	X
B. Weekly Time Allocation	X	X	X		
C. Time Spent With Certain Groups	X	X	X	X	X
D. Allowance for Personal Fatigue					X
E. Frequency of Board of Trustee Meetings		X			
F. Number of Professional Conferences Attended		X		X	

[a] The configurations of presidential activities are (1) Administrator; (2) Political leader; (3) Entrepreneur; (4) Professional development participant; (5) Practititioner in personal health concerns.

A. Presidents' Typical Work Week

The question that related to this concern was stated as follows:

Present Presidents: How is your typical work week (percent of total work week) divided in terms of where you work?

Former Presidents: How did you divide your typical work week while you were president?

The distribution of the results are shown in Table 7.2.

It is seen that the present presidents and former presidents spend a great majority of their typical work week "on campus." While on campus, it can be suspected that they are (or were) operating in the administrator, and possibly to some limited extent, the political leader activity configurations previously described. During the

Table 7.2

Typical Work Week

Response	Present President (% $\overline{X}$)	Former President (% $\overline{X}$)
On Campus	68.2	69.4
In town, but off campus	11.4	13.0
At home	5.0	4.0
Out-of-town	9.1	9.8

relatively small percentage of the time spent "in town, but off campus," the presidents activities would be in the political leader and/or enterpreneur configurations. This small amount of time spent "at home" would most likely be activities related to configurations dealing with practitioner of personal health concerns and/or personal professional development participant. The possible "out of town" activities would most likely relate to one or more of the following configurations: political leader, entrepreneur, personal professional development.

The above deductions are purely speculative on the part of this author, and represent an attempt to relate the activities of the chief executive to the several activity configurations proposed.

B. Presidents' Weekly Schedule

This question was posed in the following manner:

Present Presidents: Indicate percentage of your typical weekly schedule devoted to each of the following activities:

Former Presidents: Indicate percentage of your typical weekly schedule devoted to each of the following activities while you were president:

The distribution of results are displayed in Table 7.3, as well as the sample choices offered to the respondents.

Both present presidents and former presidents perceive themselves as spending more time "talking with people" than with any other single activity listed here. While engaged in this, the president may be involved with one of the following activity configurations: administration, political leader, and/or entrepreneur. The other three activities listed in Table 7.3 occupy relatively smaller fractions of the presidents' weekly time allocation, each of which might be in reference to any of the same three configurations just listed.

Table 7.3

Percentage of Time Allocation Per Week

Response	Present President	Former President
Reading	14.6	12.5
Writing reports and other documents	17.7	20.1
Talking with people	47.2	46.2
Other	15.1	18.1

C. Presidents' Time Spent With Certain Groups

Following is the manner in which this question was phrased for the two groups:

Present Presidents: What percentage of your typical weekly work schedule is spent with:

Former Presidents: What percentage of your typical weekly work schedule was spent with the following while you were president?

The distribution of the responses for both groups are displayed in Table 7.4.

Table 7.4

Time Spent With Certain Groups

Response	Present President	Former President
Administrative Associates	34.6	34.8
Faculty	15.5	18.0
Students	9.4	11.4
Off Campus Individuals	15.1	17.8
Alone	18.2	14.3

Again, considerable commonality was found in the distribution of responses between the present and former presidents. "Administrative Associates" is the group with which they spent more time than any other single group listed here. While spending time with such groups, the presidents are most likely functioning within the administration or political leader activities configuration. The same may be said for the activities associated with faculty and students. When dealing with off campus persons, the president may be operating in addition to the two configurations just mentioned, in the entrepreneur and/or personal professional development configurations. When alone, the presidents' activities can relate to any one of the five identified configurations.

D. Allowance for Personal Fatigue

This question was phrased as follows:

Present Presidents: You allow for personal fatigue on a continuing basis.

Former Presidents: While you were president, you allowed for personal fatigue on a continuing basis.

The distribution of responses for both presidential groups are displayed in Table 7.5.

Table 7.5

Allowance for Personal Fatigue

No.	Response	Present President	Percent	Former President	Percent
1	Completely agree (100%)	17	7.5	13	9.5
2	Strongly agree (75%)	44	19.4	16	11.4
3	Agree (50%)	80	35.2	33	23.6
4	Agree with Reservations (25%)	60	26.4	42	30.0
5	Disagree (0%)	26	11.5	36	25.7
TOTALS		227	100.0	140	100.0

This question, pertaining exclusively to the fifth configuration (e.g., practitioner in personal health concerns). There were some differences between the groups. A majority (62.1 percent) of the present presidents agreed in varying degrees (e.g., "completely," "strongly," or just "agree") while only 44.5 percent of the former presidents agreed.

A t-test analysis showed significant differences at the .05 level between the two groups.

E. Frequency of Board Meetings

The question was posed by two of the two groups in the following manner:

Present Presidents: Frequency of board meetings (per year)

Former Presidents: Frequency of board trustee meetings during the last year of your presidency (per year).

The distribution of responses for both groups are shown in Table 7.6.

The great majority of present and former presidents indicated that board of trustee meetings were held between 7-12 times per year. The second most frequent response (but much less popular than the first one) was the interval of one to six meetings per year. This question pertained exclusively to the political leader activity configuration.

A t-test analysis of the responses between the present presidents and former presidents indicated that there was no significant differences between the two groups.

Table 7.6

Frequency of Board of Trustee Meetings

	Frequency Per Year	Present President	Percent	Former President	Percent
	1 - 6	28	12.4	17	11.9
	7 - 12	139	61.2	98	69.0
	13 - 18	25	11.1	14	9.9
	19 - 24	25	11.1	7	4.9
	25 - 30	8	3.6	6	4.2
TOTALS		225	99.4*	142	99.9*

*Totals may not equal 100 percent because of rounding.

F. Attendance at Professional Conferences

The final question in this series was phrased in the following manner:

Present Presidents: Number of professional conferences you attended in 1973-74.

Former Presidents: Same as for present presidents.

The distribution of responses are displayed in Table 7.7.

This query touched upon two of the five presidential activity configurations described earlier. These are: the political leader and personal professional development configurations. Over a third of the present presidents and four tenths of the former presidents indicated attending three to four conferences during the academic year 1973-74. A considerable number from each group indicated they attended seven or more professional conferences during 1973-74.

Table 7.7

Professional Conferences Attended 1973-1974

No.	Present President	Percent	Former President	Percent
1 - 2	30	17.9	20	16.0
3 - 4	61	36.5	53	42.4
5 - 6	7	4.2	34	27.2
7 - 8	18	10.8	6	4.8
9 - 10	19	11.4	4	3.2
11 - 12	11	6.5	4	3.2
13 - 20	15	9.0	4	3.2
more than 20	6	3.6	---	---
TOTALS	167	99.9*	125	100.0
	$\overline{X} = 6.6$		$\overline{X} = 4.2$	

*Totals may not equal 100 percent because of rounding.

These findings clearly point to the fact that community junior college presidents are heavily involved (at least to the extent of attending) with professional conferences. Such activities fall within the rubric of the political leader, and in many instances, one can believe that the chief executive is also engaging in such affairs for reasons within the personal professional development participation activity configuration. Therefore, the president may very likely be a contributer at some conferences while a receiver of information at others.

A t-test analysis was conducted in the manner described earlier and a significant difference between present and former presidents' responses were found.

VIII

What Happened to the Former Presidents?

As indicated by the statistics on the tenure of two-year college presidents, the position is vacated and filled more frequently than is the case with college faculty. After serving for a number of years, they resign, retire, are dismissed, or die. Some observers probably feel that those individuals who succeed in solving the problems associated with the position are those with the longest time in office. But such a belief can be challenged: How many of the longer tenured presidents would have moved on to another position if a sufficiently attractive job offer was made? The answer to this query is certainly unknowable. It does appear logical to assume that an individual remains a two-year college president as long as he perceives himself as successfully performing the roles of the chief executive while simultaneously viewing it as the best position available to him. The board of trustees may ask a president to resign (or retire) if they perceive that he is not solving the problems associated with the position. Only in rare cases is the president actually fired (e.g., when the Board wishes the chief executive to resign, he refuses, and a public "firing" takes place).

The survey instrument for the sample of former presidents contained four items relating to what happened to the former presidents. They are analyzed in the following sections.

A. Destination of the Previous President

This question was worded as follows for both groups: "Where did the previous president of your college go?" The distribution of responses are displayed in Table 8.1.

Table 8.1

Destination of Preceding President

Response	Present Presidents	Percent*	Former Presidents	Percent*
Question does not apply, I was the first president	77 (33.7)[a]	---	58	---
Assumed presidency of another two-year college	34	22.5	14	16.0
Assumed presidency of senior college or university	7	4.6	2	2.4
Assumed presidency of another kind of institution	7	4.6	3	3.6
Assumed a lower level administration position in that college	5	3.3	2	2.4
Assumed a lower level administration position in another college	17	11.2	10	12.0
Returned to teaching in this college or returned to teaching in another college	18	11.9	15	18.0
Left education entirely	14	9.2	13	15.6
Retired or died while in office	49	32.4	24	28.9
TOTALS	151	99.7*	83	98.9*

[a] percent of total responses for that group
[b] percent of responses in which there was a previous president
*Totals may not equal 100 percent because of rounding.

Of interest is that a large number of the respondents in both categories (e.g., 33.7 percent of the present presidents' schools and 36.1 percent of the former presidents' schools) indicated that they were the first president of their institution. Such a heavy response would be expected in that many of the community junior colleges opened in the late 1960's and early 1970's.

Another category in which a substantial portion of the responses were found was the one that included retirement or died while in office (32.4 percent of the present presidents' institution and 28.9 percent of the former presidents' institutions).

A considerable number of the previous presidents in the institutions in which the present presidents are found went on to the presidency of another two-year college. As indicated in Table 8.1, some of the previous presidents in both varieties of schools returned to college teaching after vacating the position of chief executive.

B. Tenure of the Previous President

The length of service as chief executive provided by the previous president displays considerable variability, as shown in Table 8.2. About one third of the previous presidents from institutions which the present presidents were located, and over half of those from the former presidents' schools had presidential tenures of one to three years. It is interesting to note the tendency for a greater proportion of short tenured previous chief executives in the latter group of schools. One can conjecture over whether such community colleges, for reasons unknown to this writer, are predisposed to having presidents serve shorter terms.

Table 8.2

Tenure of Previous President

Years	Present Presidents	Percent	Past Presidents	Percent
1-3	55	35.0	47	51.0
4-6	48	30.5	18	19.0
7-9	19	12.7	8	8.6
10-12	11	7.0	4	4.2
13-15	10	6.3	3	3.1
16-18	4	2.5	5	5.1
19-21	4	2.5	3	3.1
22-24	---	---	1	1.0
25-27	3	1.8	2	2.1
28-30	2	1.3	---	---
31-33	1	0.6	1	1.0
TOTALS	157	100.2*	92	98.2*

*Totals may not equal 100 percent because of rounding.

C. Former Presidents Employment Immediately After Resignation

The respondents were provided nine choices in terms of the concern regarding their employment immediately after resigning. The distribution of responses are displayed in Table 8.3.

It was found that almost three tenths of those who responded indicated that they retired. This tends to mask the relationship between leaving the presidency and lack of congruency between presidential style with constituency expectations and requirements. It is commonly believed that retirement, for those old enough to do so, is a convenient way out

Table 8.3

Former Presidents Employment Immediately After Resignation

Response	Number of Former Presidents	Percent
President of another two-year college	18	13.7
President of a senior college or university	2	1.5
President of another kind of educational institution	3	2.2
Administrator (other than president or equivalent) in same college	11	8.4
Administrator (other than president or equivalent) in another college	31	23.6
Faculty member in same college	5	3.8
Faculty member in another college	12	9.1
Working outside of education	13	9.9
Retired	36	27.5
TOTALS	131	99.7*

*Totals may not equal 100 percent because of rounding.

of a difficult situation whereas many of them may have delayed entry into retirement if the job had been going well. The most popular response (if two of them were viewed together) was to assume another administrative responsibility (32 percent). From this one can suspect that many of the former chief administrators were desirous of remaining in an administrative role, even if it weren't as president.

Almost one fifth of them went on to become president of another college. It can be suspected that these individuals may have moved to what they may well have perceived to be a more attractive presidency than the one originally held.

D. Present Employment of Former Presidents

The responses for this query are displayed in Table 8.4. The great majority of the former presidents are still in the positions they took immediately after they resigned. Inasmuch as these individuals have been out of the presidency for only one to four years, one would expect such a finding.

Table 8.4

Present Employment of Former Presidents

Response	Number of Former President	Percent
Same as response in preceding question (see Table 8.2)	117	82.0
President of another two-year college	7	5.0
President of a senior college or university	1	0.7
President of another kind of educational institution	---	---
Administrator (other than president or equivalent) in same college	1	0.7
Administrator (other than president or equivalent) in another college	2	1.4
Faculty member in same college	---	---
Faculty member in another college	1	0.7
Working outside education	3	2.1
Retired	9	6.3
TOTALS	141	98.9*

*Totals may not equal 100 percent because of rounding.

IX

Commentary

It is ironic that the two-year college presidency, although frequently referred to in the literature, has not received the kind and amount of research attention needed for some understanding of the position itself and the roles and responsibilities associated with it. The amount of knowledge presently known about the community college presidency might be compared to the amount of knowledge of an iceberg than can be derived from observing its tip. Most of the various activities associated with the presidency have not been subjected to serious and systematic study. This is understandable to some extent in that the two-year college movement has been a major component in the higher education system of the United States only since World War II.

Although the study described and analyzed herein doesn't answer most of the questions that one could have regarding the presidency, it is one of the few efforts made to examine the two-year college presidency in its totality on a national basis.

The position is most often created, filled, and vacated by order of (or pressure from) the governing board, which is most commonly known as the Board of Trustees or Board of Regents in most states. Community College administration is generally not democratic. This author knows of no college where the president was appointed to a position by virtue of a popular vote by the faculty and/or the students. Furthermore, it is commonly believed that such an approach would surely breed chaos.

There is no established way in which presidential candidates are solicited, screened, and ultimately selected by the board of governance. Variations abound and there is very little objective analysis of the process.

Many of the difficulties associated with the presidency have to do with the discrepant demands made upon the holder of this position by the various groups which he seeks to serve. The president is simultaneously looked to by students, faculty, other administrators, trustees, business industrial groups, and the community at large as the college's agent to serve their respective needs and interests (see Figure 9-1). With such a large array of permutations of various group needs, one can easily understand why so many contradictory demands are made upon the office and its occupant. The position is enshrouded with ambiguity, which serves as a defense mechanism against the many and varied groups and individuals who seek something from the institution, but at the same time breeds considerable uneasiness in many presidents. The president can respond to each demand in one of four ways: accede, refuse, compromise, or hold in abeyance. Regardless of the choice he makes, some of the constituents are made happy, others unhappy, by it. Such dilemmas are invitable when multiple groups with such diverse expectations of the college coexist. Contrary to popular opinion, compromise decisions are most difficult, because a compromise is a device by which the chief executive seeks to distribute frustration in an even-handed way throughout the constituency.

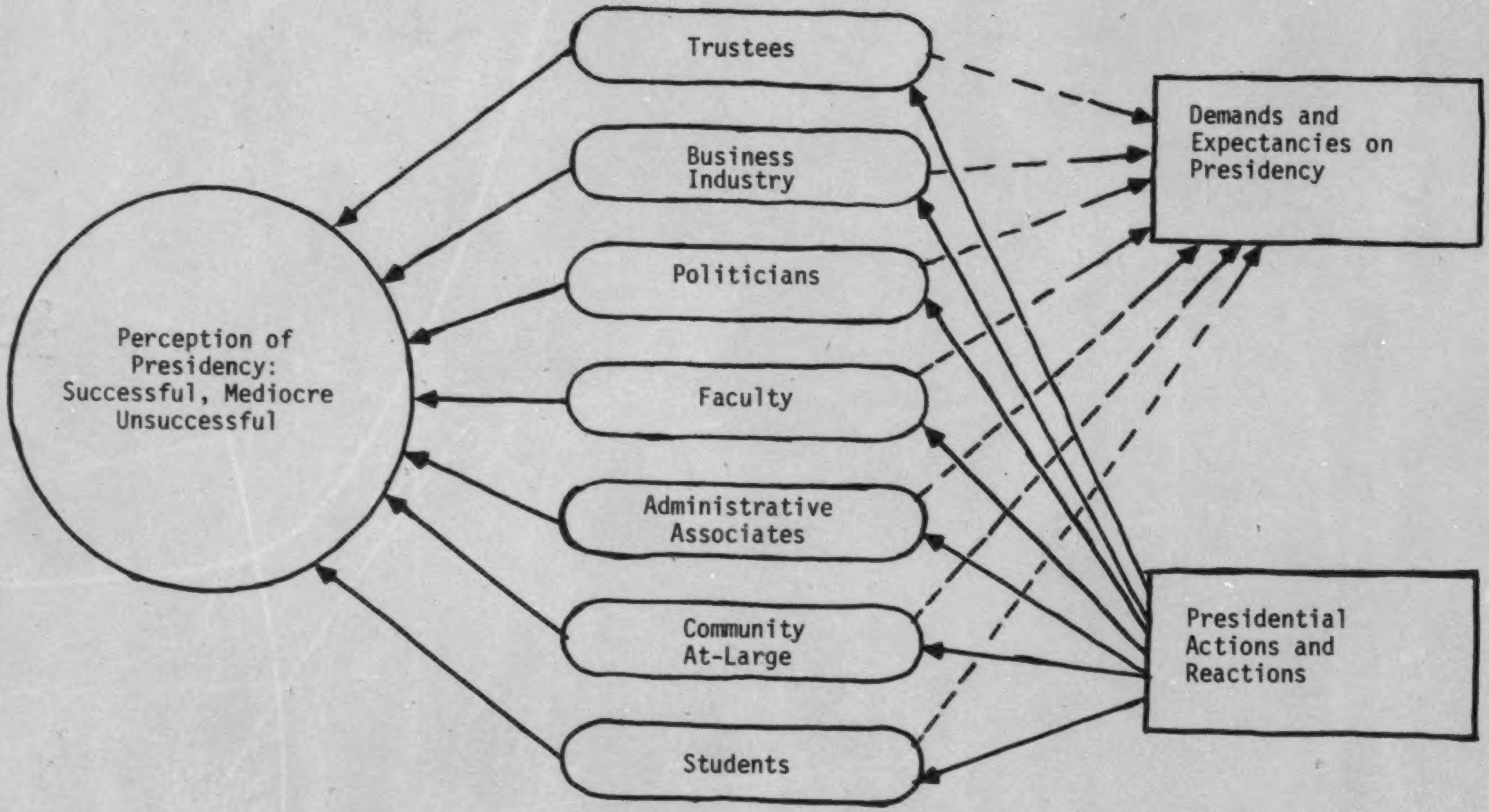

Trustees
Business Industry
Politicians
Faculty
Administrative Associates
Community At-Large
Students
Demands and Expectancies on Presidency
Presidential Actions and Reactions
Perception of Presidency: Successful, Mediocre Unsuccessful

Figure 9-1. The Demand-Expectancy → Action → Perception Model of the Presidency.

Every constituent element of the college conjures up an impression as to whether or not the president is successful in terms of how the complex array of actions taken by the president has affected him. An observer can only conjecture about the ingredients that comprise the equation for a successful presidency. Such an equation includes a complex array of variables, each of which has a great range of limits. Further confounding this equation is the fact that each variable has some quality that is unique to the particular college. Therefore the model shown in Figure 9-1 is only a gross indicator of the presidency.

The administrative structure of the two-year college has a high degree of visibility because: 1) these offices serve as a vestibule for those outsiders who seek to make contact with the institution; 2) the administration has a coordinating and implementation function, which makes it a focal point for interaction of internal and external activities; 3) each administrative office has a title sufficiently descriptive to clarify its responsibilities and relationship to the overall administration. Visibility is enhanced still further by the centralization of power within the administration. The outcomes of such schools are planned, and a highly organized structure is established for the achievement of these outcomes. The faculty and students, if they are to exercise substantial power within such an institution, must also formally organize themselves (such as faculty unions).

The community college, like other educational institutions, has three distinct constituencies, they are: students, faculty, and the administration (see Figure 9-2). The four primary groups involved with governance of community colleges are trustees, administrators, faculty,

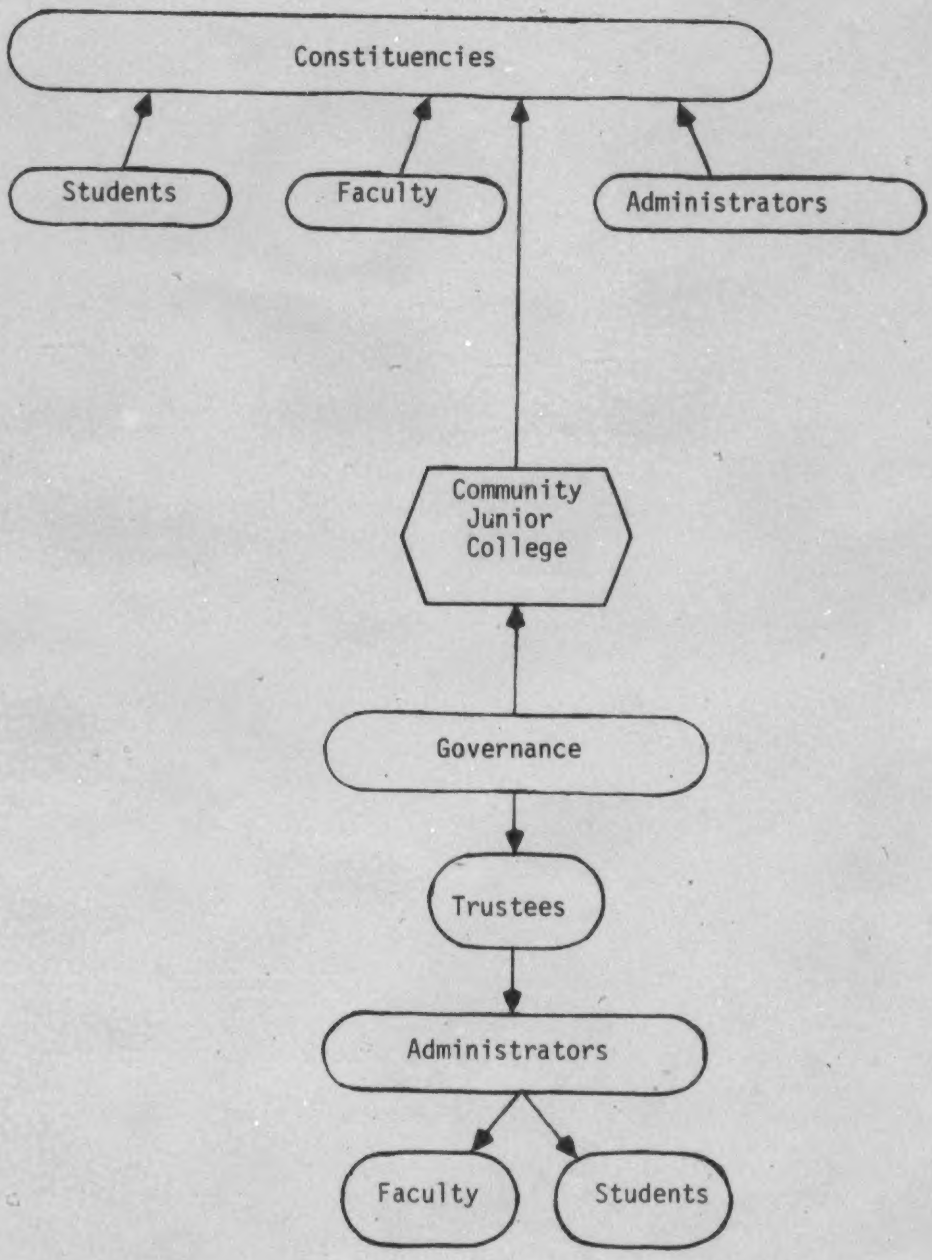

Constituencies
Students
Faculty
Administrators
Community Junior College
Governance
Trustees
Administrators
Faculty
Students

Figure 9-2. The Service-Governance Model

and students. Most organizational charts, which fall short of indicating all actual interactions that go on in an institution, are pyramidal in shape with the president at the apex.

In spite of the fact that most community college presidents have been allocated considerable power by their board of trustees, they cannot operate for an extended period of time without some measure of support from the faculty, and student body, as well the board of trustees. An ever present temptation is for the president to focus his efforts in the most troublesome areas at a given point in time. Responding to pressures in such an ad hoc manner creates situations where he more-or-less relegates some of his power and authority to others in the organization. After normalcy has been restored sometime later, the president may encounter considerable difficulty in regaining the relegated authority. Those who were invested and are now being divested of that authority perceive the former as a "promotion" and the latter as a "demotion." This could have been avoided by establishing a deadline for returning such power when it was relegated in the first place. A common example is one where, because of rapid plant expansion in certain years, the president decided to devote a considerable portion of his efforts to promotional activities and tasks related to campus enlargement, and almost nonchalantly relegated responsibility for the internal workings of a college to others in the institution. In such cases, the president in effect has passed the balance of power relative to the internal operation of the college to others. If this is done without specific plans and a timetable for return of such responsibilities to the chief executive, the president may encounter difficulty in swinging the pendulum back in the other direction when normalcy is restored.

The possible functions of the president number more than any one person can perform, and those which he decides to actually engage in greatly determine his presidential style. There are many myths associated with the presidency (see Figure 9-3). A wise president makes his determinations in accordance with expectations made upon him, especially those from the board of trustees, and to whatever extent he deems possible, from his lower level administrators, faculty, and community at large. A major responsibility of a college president is to establish and maintain an optimal environment for learning. On this, agreement can be found, and is often where agreement ends. Invariably, the president's top priority concerns are usually different to some extent from those of other administrators, students, and faculty, but each should seek to receive reciprocal support. When differences are too great, a compromise solution must be established. As indicated earlier, compromises imply impasses, which frustrate all concerned--the trick is to spread the frustration around equally. When a compromise cannot be established, or fails in its implementation, then a more extreme form of action may be required, such as resignation of the president. A resignation for such a reason can bring on an attitude of "lets start all over again," from which a constructive resolution may be derived.

Another myth of the presidency is that he must be accessible to all major constituencies within the college, which is indeed a very complex achievement at best and a miracle in actuality. In all but the smallest of institutions, such a policy would create utter chaos and

	Myth	The Truth
1.	Should serve all his constituencies equally well	Impossible--meet expectations of board of trustees
2.	Accessible to all his constituencies	Lesser matters are dealt with or filtered by lower administration
3.	Knows organization's goals	Ambiguous
4.	Knows how powerful he is	Ambiguous
5.	Utilizes his past experiences for more effective action in the future	Ambiguous
6.	Knows when he has succeeded	Ambiguous
7.	Was "called upon" to serve as president	Actively sought the position

Figure 9-3. Presidential Myths

and increased politicking for the president's "ear." In order to counter such tendencies, demands must be channeled to the proper positions for consideration, implementation, and evolution. What comes to the president should be filtered so as to include only concerns that office should deal with directly. The difficulty in all this is the ambiguity of the organization's goals--presidents and trustees can't agree on these matters below the level of generalities.

Adding to this dilemma is the question as to whether or not presidents spend their time to best advantage. There are reasons to suspect that the president tends to favor those activities that continuously verify his status as president of the institution. In other words, he wants his sphere of influence to know that he is president, and he often selects ways to exercise control and influence what continuously remind his constituents of that reality. This indeed makes sense, in view of the fact that the community college president faces four basic ambiguities (see Figure 9-3 again): One, of purpose--(How is an action justified?, What are the goals of the organization?); two, of power--(How powerful is he?, What can he accomplish); three, of experience--(What is to be learned by his tenure as president?, How does he make a difference because of his experiences?); four, ambiguity of success--(When is a president successful or unsuccessful?, How does he assess his own pleasure relative to levels of success?).

The two-year college president has so many tasks and responsibilities that he has to determine priorities with regard to what he likes to do himself and what he will delegate down to lower level administrative associates. But common agreement seems to be found in that the president's chief responsibility lies in the realm of decision-making. Since pyramidal--authoritarian forms of governance are commonplace in community colleges, the lines of communications are established in a hierarchial fashion (one generally deals with those immediately above and below him, along with his peers, in the usual conduct of activities). This increases the difficulty of faculty and students for becoming directly involved in decision-making processes. Also, such communications frequently result in certain messages being blocked or "filtered" from the president so that what finally reaches him may be substantially altered from the original idea in its earliest form. There are advantages to such modes of communication, of course.

The faculty rarely has attempted to garner control of governance of community colleges. And in instances where such control was near achievement, the faculty appear to have lost its original incentive, and returned their concerns to such matters as relate to their teaching, and leave governance matters to the administrators. Community college students, perhaps because of their socioeconomic origins and the fact that most of them are commuters, have traditionally manifested virtually no interest in gaining a toehold in the governance of community colleges. In such settings, the two-year college presidents are expected to be strong administrators, and they look to their board for ultimate policy decisions which they then seek to administer and implement. The fact still remains, and probably will into the indefinite future, that who ever controls the budget of community college in fact controls the operation and overall direction of the community college.

The functions of the board of trustees are also nebulous, which vary from one situation to another. There is considerable consensus that perhaps the most important function of the board of trustees has to do with budgetary and professional appointment matters. However, that is about where agreement ends, because they cannot concur on just what role the president himself should assume. There has been some debate as to whether he should be viewed primarily as a chief administrative officer of the college or, at the same time, or even separately, as the educational leader of the college. The debate on this matter goes on, and in the meantime, presidents become more and more like managers, as indicated in the findings of this study.

It seems safe to assume that the two-year college presidents are presidents because they desire to be presidents and were not drafted into the job, which is the last myth listed in Figure 9-3. In actuality, it probably takes considerable planning and effort on the part of the individual to arrive at the condition where he would be favorably considered for such a position by a board of trustees.

The purpose of these introductory remarks is to set the stage for a review of the more important findings. See Figure 9-4, for the outline of the study.

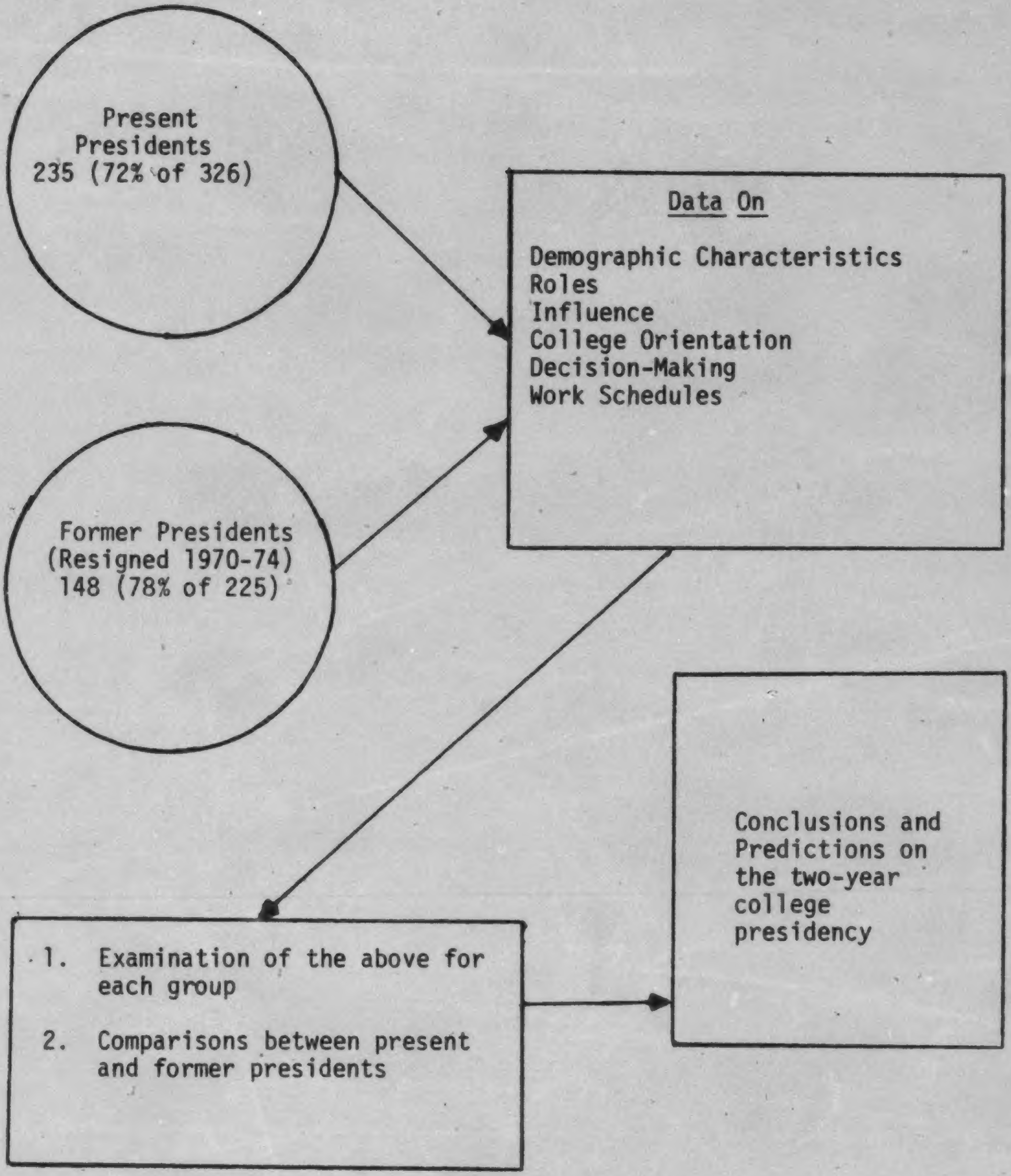

Present Presidents 235 (72% of 326)
Former Presidents (Resigned 1970-74) 148 (78% of 225)
Data On
Demographic Characteristics
Roles
Influence
College Orientation
Decision-Making
Work Schedules
1. Examination of the above for each group
2. Comparisons between present and former presidents
Conclusions and Predictions on the two-year college presidency

Figure 9-4. Outline of the Study

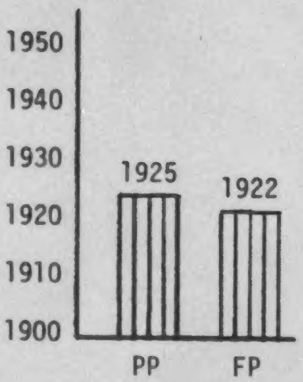
A. Some Demographic Considerations

Included in the attempt to learn more about two-year college presidents, were a series of demographic type questions. In Figure 9-5, we display the present and former presidents' averages for: birth year, appointment year as president, starting salaries, previous college administrative experience, previous other administrative experiences. Also shown is the annual number of resignations between 1970-74.

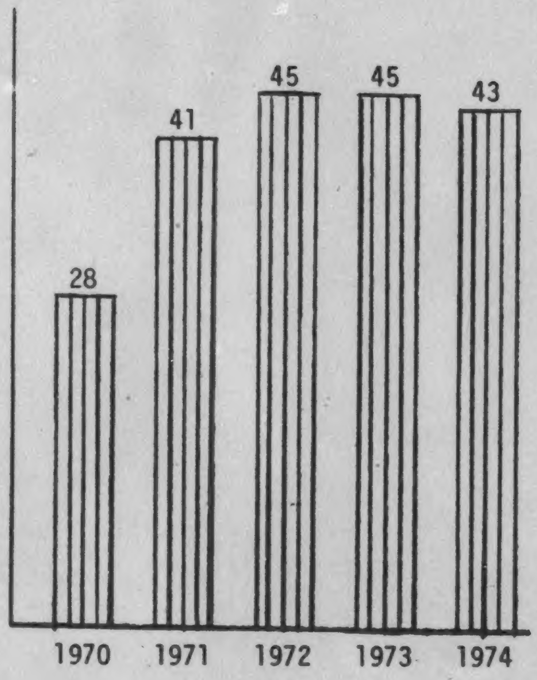
Indicative of the relatively small size of community colleges is the size of their budget. About one fifth of the college budgets were found to be below one million dollars for the fiscal year 1974, and about six tenths of them were operating with budgets lower than three million dollars.

Both present and former presidents were queried as to several kinds of previous experiences. The rationale for this is the belief that previous experiences impinge upon the future of any individual, and community junior college presidents are no exception to this. About 20 percent of the present presidents indicated that they had held a previous presidency. A sizable percentage of both presidential types were deans prior to assuming the presidency.

The writing activities of both present and former presidents were examined (that is, writing activities since 1970). See Figure 9-6.

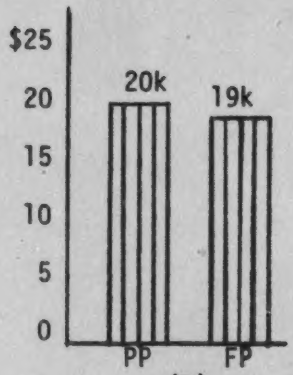


(A)
Birth Year

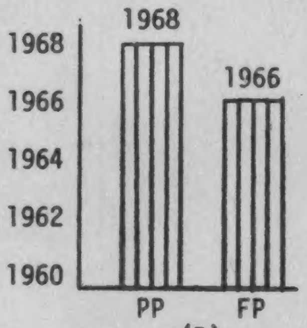


(C)

Resignations



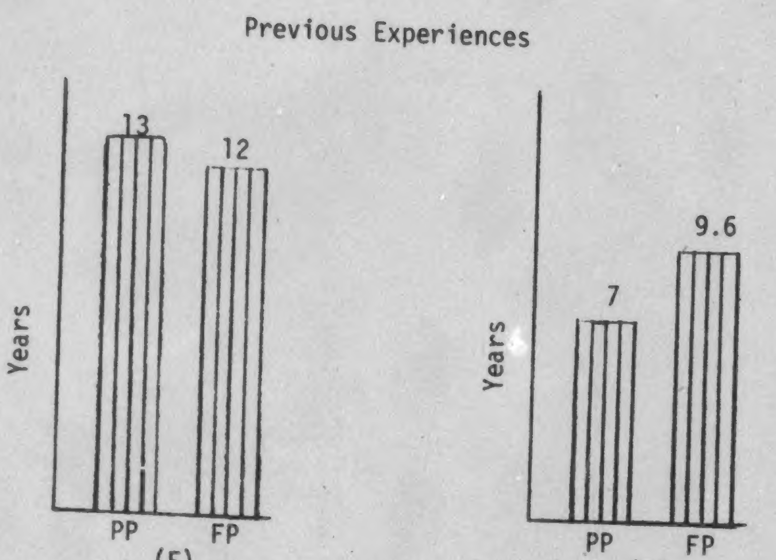
(D)
Starting Salaries



(B)
Presidential Appointment*

Notes:
PP = Present Presidents
FP = Former Presidents
* = Significant Difference Between the Groups Were Found

Figure 9-5. Demographic Characteristics



(E)
Previous College
Administrative
Experience

(F)
Administrative
Experiences Other
Than Public Two-
Year Colleges*

Notes: PP = Present Presidents
FP = Former Presidents
* = Significant Difference Between the Groups Were Found

Figure 9-5. Demographic Characteristics (Continued)

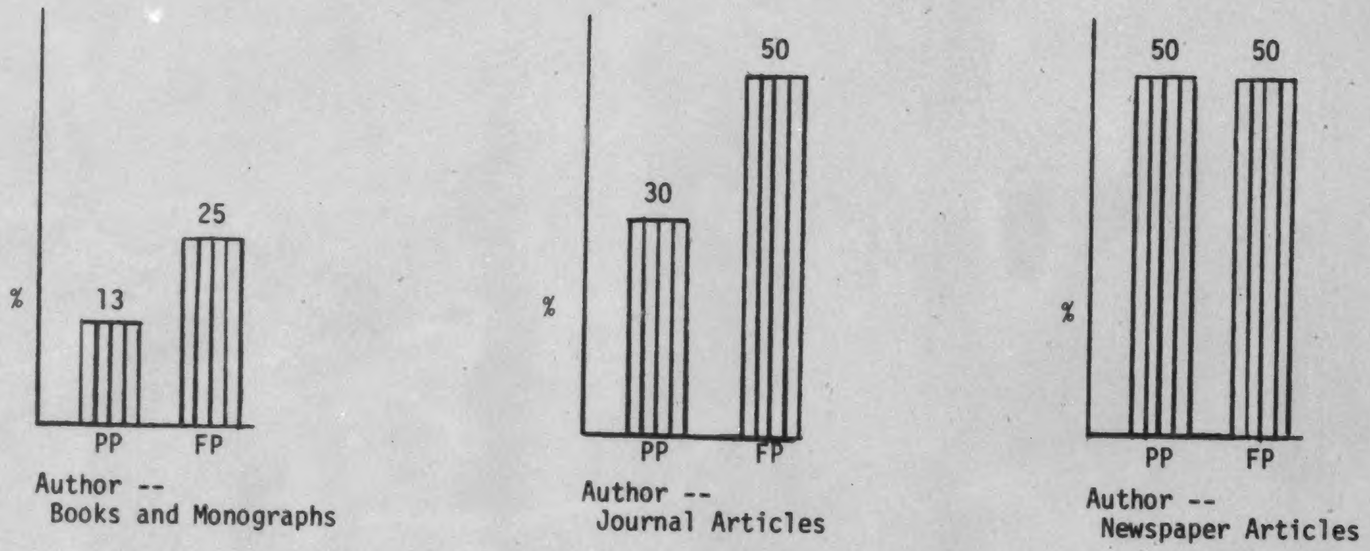


Figure 9-6. Authorship

B. Roles

The Governance of colleges can be viewed as one of eight configurations (which can be identified as: competitive market, administrative, collective bargaining, democratic, consensus, anarchy, independent judiciary, and autocracy modes). No single one of these can be utilized exclusively. In actuality, some combination of two or more of the idealized forms are found. Presidential performance, rather than being freely determined by the chief executive, is mandated by several environmental components, and the relationships between them (see Figure 9-7). 1. The governance configuration extant in the college; 2. The governance structure desired by the power base of the school. The happiest situation is one where the existing structure of the college is congruent with the wishes of the trustees and faculty. A president, who is predisposed toward a presidential style in keeping with his experiences and philosophy, attempts to impose it within the commonalities of the desired and actual governance structures. If that style is viewed as appropriate within the structures just named, then the president has an area of commonality (between the three elements) in which he can perform. Within this context, his success will be largely determined by his own leadership skills and abilities. Therefore, a "successful" presidency is controlled by an almost unexplainable combination of fortuitous circumstances and planned events. Figure 9.7 attempts to illustrate this complicated phenomena.

The first role question had to do with what the chief executive perceived as his most important function as a president. The same question was expanded for former presidents to include their perceptions on this matter at the time they were appointed and again at the time

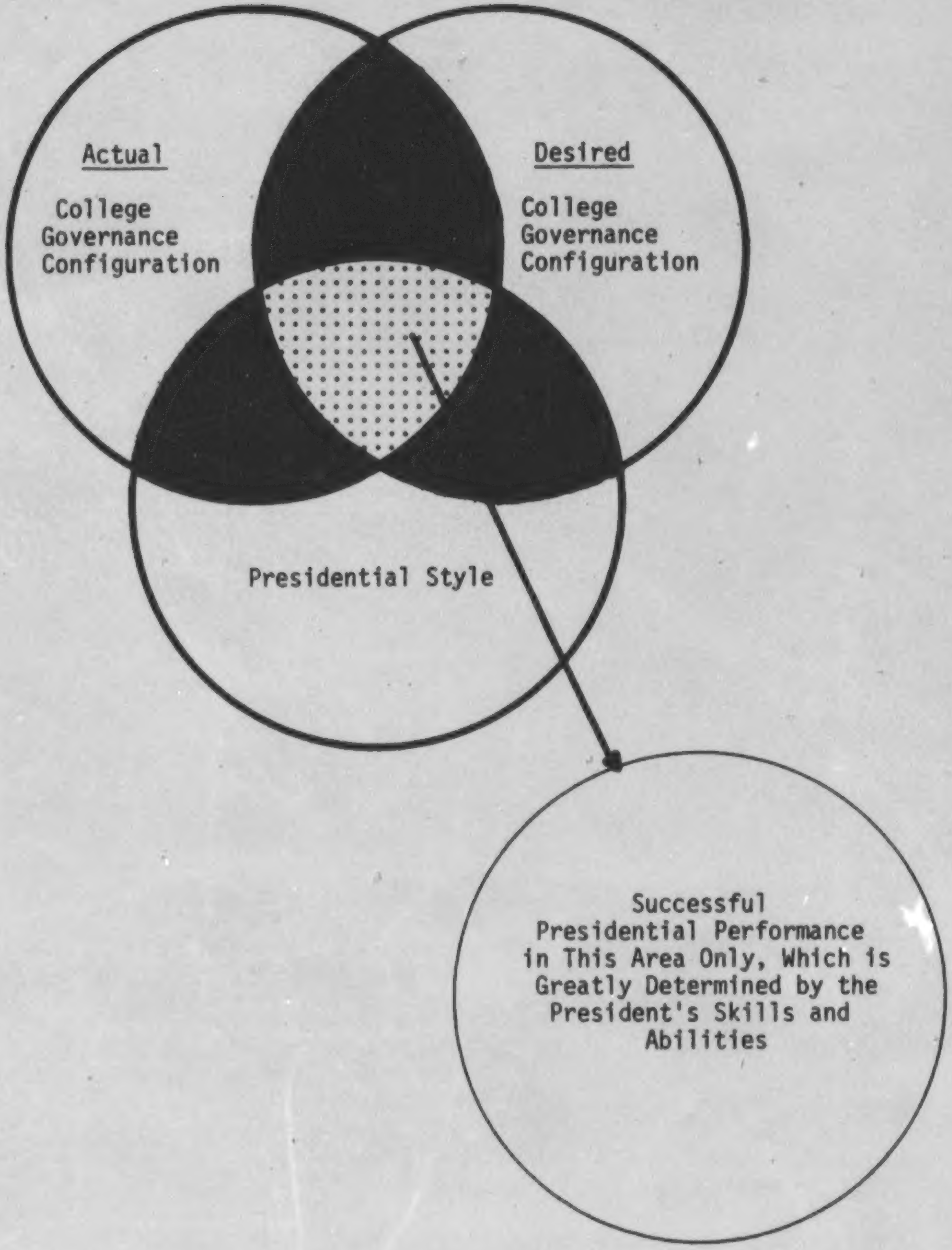
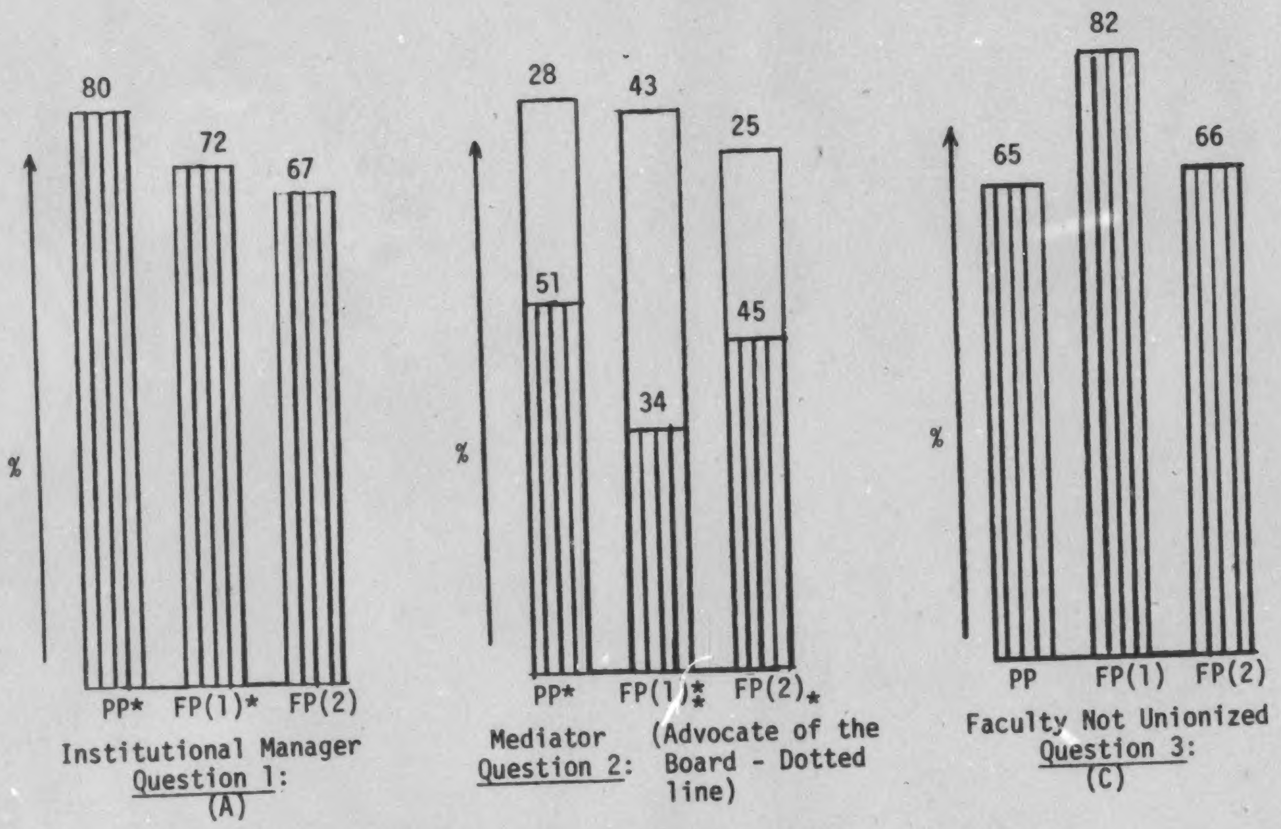

Actual
College Governance Configuration
Desired
College Governance Configuration
Presidential Style
Successful Presidential Performance in This Area Only, Which is Greatly Determined by the President's Skills and Abilities

Figure 9-7. Determination of "Successful" Presidential Performance

they resigned. They were offered a choice of five responses which included the following: 1) agent of the faculty, 2) institutional manager, 3) mediator between the faculty and the board of trustees, 4) agent of the board, 5) public relations. A majority of present and former presidents viewed their chief single role as that of institutional manager (see Figure 9-8A). Of interest is that the views of present presidents and former presidents regarding the five choices at the time they resigned were no longer significantly different.

Question two had to do with the presidents' role in times of internal disagreement and tensions. The six possible responses were: advocate of the board of trustees, arbiter, mediator, advocate of the faculty, advocate of the students, and remain out of the process completely. See Figure 9-8B: Of interest is the change to responses more like the present presidents by the former presidents by the time they resigned.

The third item in the presidential role series had to do with the presidents' perception of their major role in collective bargaining. This question was muted by the fact that the majority of the faculties were not unionized (see Figure 9-8C). Of interest, is the greater percentage of former presidents who entered their presidencies with nonunionized faculties, and which became proportionately similar in this regard to present presidents by the time they resigned.



Notes: Question 1 Presidents' most important single function
Question 2 Presidents' role in times of internal disagreements and tensions
Question 3 Presidents' perceptions of their major role in collective bargaining

PP = Present Presidents
FP (1) = Former Presidents (when first appointed)
FP (2) = Former Presidents (when resigned)
* = Significant Differences Found Between Asterisked Groups

Figure 9-8. Presidential Roles (High Lights)

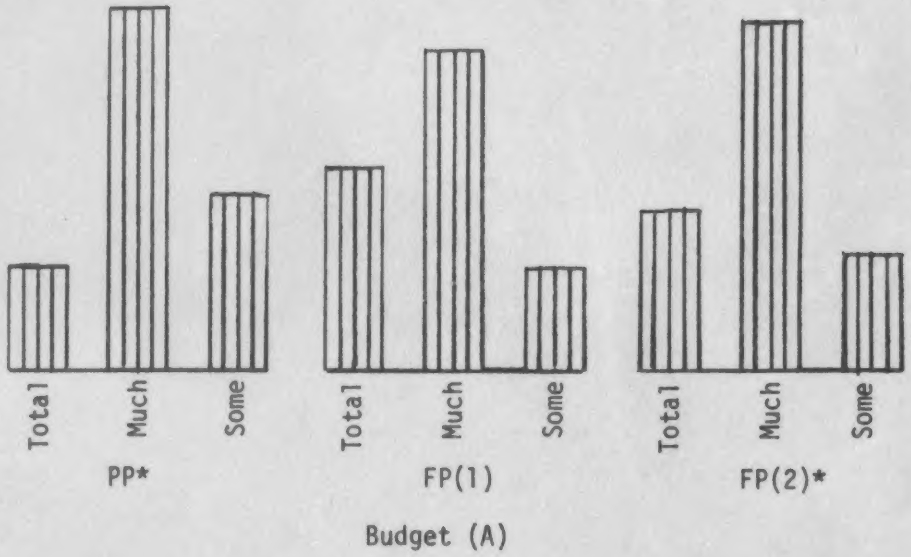
C. Influence of the President

Long range planning, one of the many activities in which presidents may become involved, may result in developing plans that could end up being symbols, advertisements, games, and/or excuses for interaction. Of interest is a general belief that college presidents obtain very little in the way of rewards for conducting planning activities. Perhaps this has something to do with the fact that education is especially sensitive to those who are taught and those who do the teaching, and attempts to place its priorities in those concerns. Then where does the presidents' power reside? Perhaps one of the manifestations of power of the president is the degree of influence he perceives himself as having over several components in the college setting. Using this as a rationale, a total of six questions were posed by this investigator.

The first question had to do with the presidents' influence on the budget. See Figure 9-9A. An important point is there was no significant differences between the perceptions of present and former presidents at the time they were appointed, but the differences became significant between these two groups at the time the former presidents resigned.

The next question dealt with the presidents' influence on curriculum planning. See Figure 9-9B. Of considerable interest is that the former presidents underwent a significant change in perceptions regarding this matter between the time they were appointed and when they resigned. The responses regarding former presidents' perceptions of their influence on curriculum planning at the time they resigned were more similar to those of present presidents.

Presidential influence on facilities planning was the third test in this series (see Figure 9-9C).

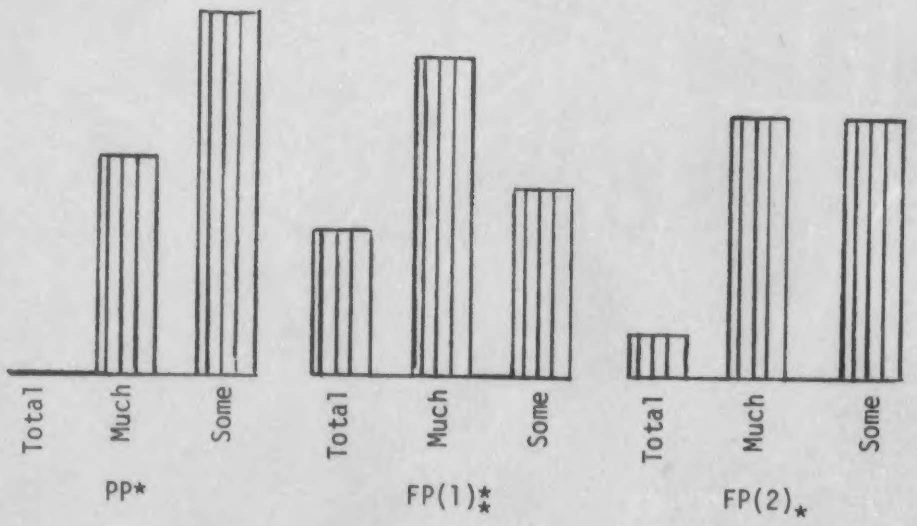


Notes:

Question: 1 Presidential Influence on Budget

* = Significant differences found between asterisked groups
PP = Present Presidential influence on curriculum planning
FP(1) = Former Presidents (when appointed)
FP(2) = Former Presidents (when resigned)

Figure 9-9A. Presidential Influence



Curriculum Planning (B)

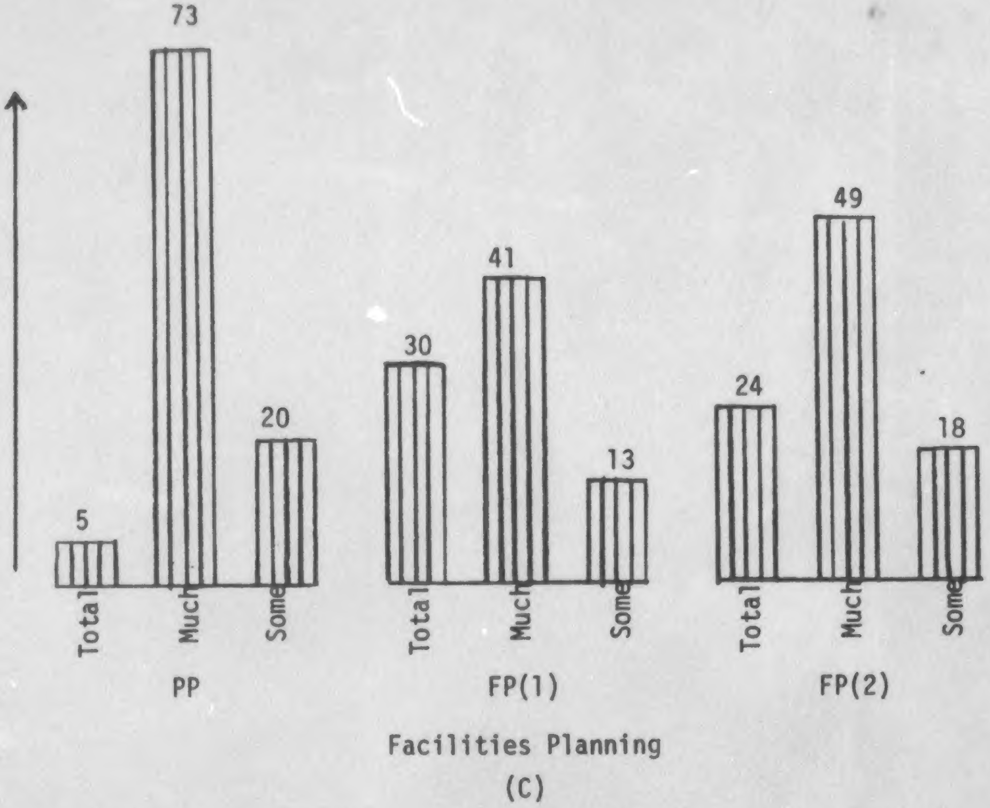
Notes:

Question: 2 Presidential Influence on Curriculum Planning

* = Significant differences found between asterisked groups
PP = Present Presidents

FP(1) = Former Presidents (when appointed)
FP(2) = Former Presidents (when resigned)

Figure 9-9B. Presidential Influence



Notes:

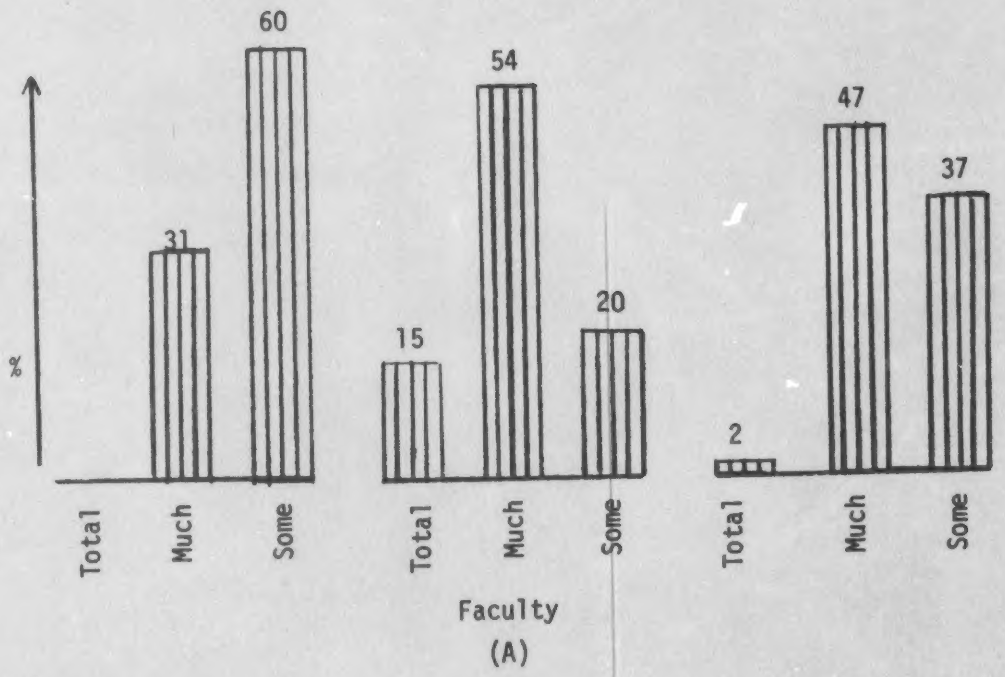
Question: 3 Presidential Influence on Facilities Planning
* = Significant differences found between asterisked groups
PP = Present Presidents
FP(1) = Former Presidents (when appointed)
FP(2) = Former Presidents (when resigned)

Figure 9-9C. Presidential Influence

The fourth question in this group had to do with presidential influence on faculty. See Figure 9-10A.

The next query in this category dealt with presidential influence on students. See Figure 9-10B. The former presidents at the time they resigned had responses that changed as compared to the responses they gave for the time they were appointed. However, there was some apparent hardening of perceptions regarding this matter as well, as the former presidents at the time they resigned responses were still skewed toward the "much" and "some" end of the distribution. The conjecture made here is that this is a manifestation of greater degrees of authoritarianism and paternalism on the part of former presidents as compared to present chief executives.

The last question in this category dealt with the presidents' perceived influence upon the board. See Figure 9-10C. There are no significant differences between the two groups of presidents with regard to the responses. There was general agreement among them that their influence on the board of trustees was "total," "much," "some."

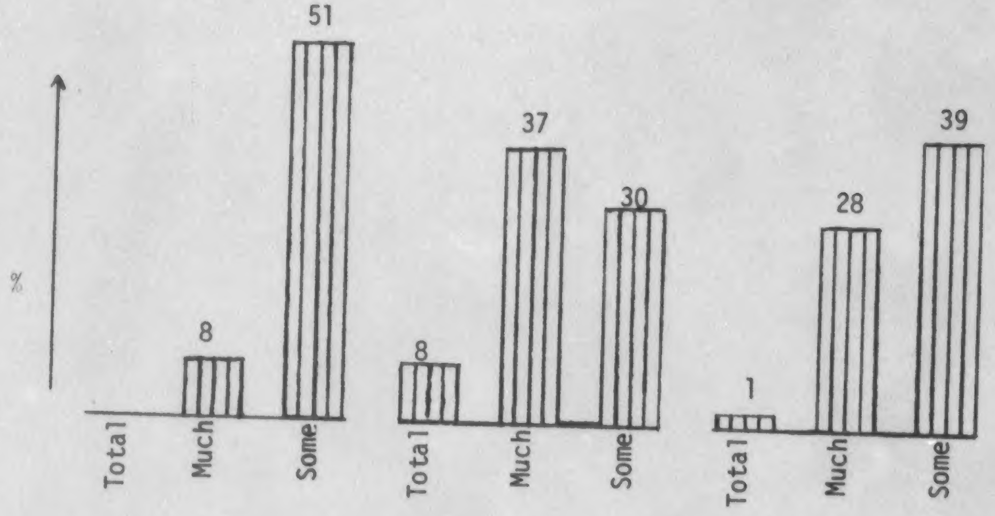


Note:

Question: 4 Presidential Influence on Faculty

* = Significant difference found between asterisked groups
PP = Present Presidents
FP(1) = Former Presidents (when appointed)
FP(2) = Former Presidents (when resigned)

Figure 9-10A. Presidential Influence



Students

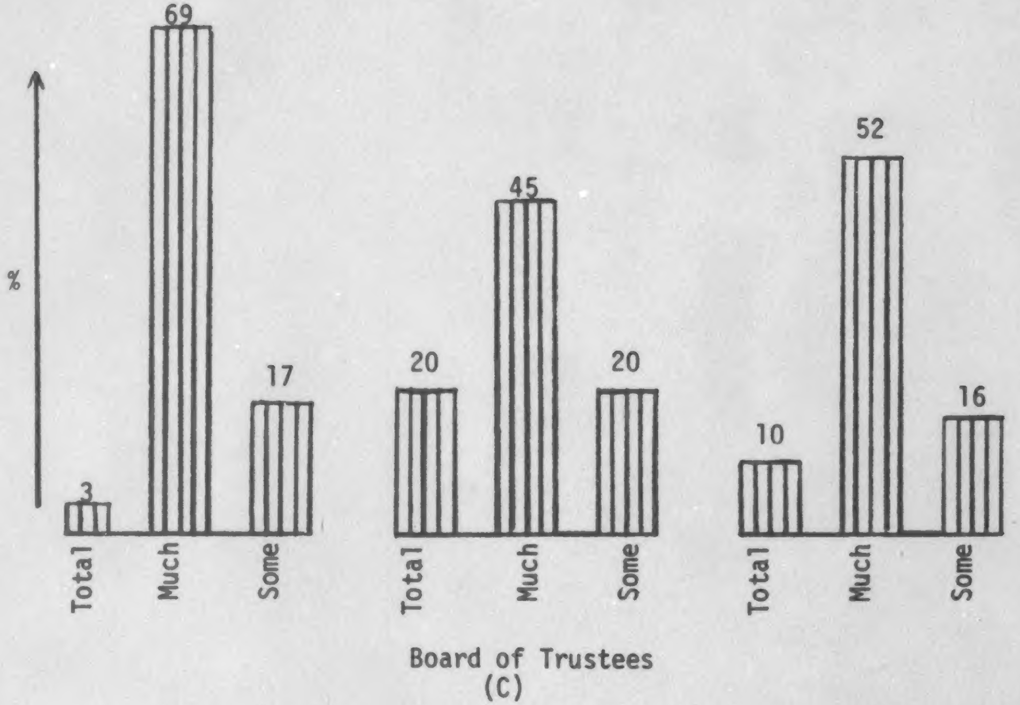
(B)

Note:

Question: 5 Presidential Influence on Students

* = Significant difference found between asterisked groups
PP = Present Presidents
FP(1) = Former Presidents (when appointed)
FP(2) = Former Presidents (when resigned)

Figure 9-10B. Presidential Influence



Note:

Question: 6 Presidential Influence on Board of Trustees

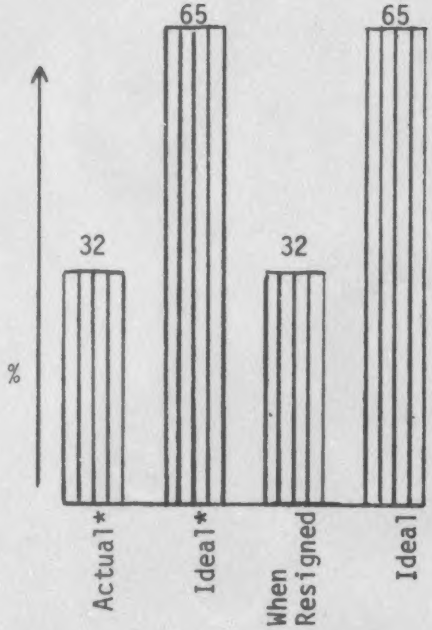
* = Significant difference found between asterisked groups
PP = Present Presidents
FP(1) = Former Presidents (when appointed)
FP(2) = Former Presidents (when resigned)

Figure 9-10C. Presidential Influence

D. College Orientation

It was felt that the views of the presidents regarding the orientation of their college had much to do with why they were there, how they would seek to function as chief executive, and if they remained, what directions might be favored by them in such matters as involvement of governance models, curriculums favored, and approaches to institutional changes and innovations (particularly with regard to programs).

The first question within this category had to do with views of the presidents regarding the prevailing and ideal governance models of their colleges. They were then asked to indicate the model which most closely resembles their present situation and the one that they considered ideal. For the former presidents, the question was modified slightly so that the first part asked them to indicate the model that most closely resembled their resignation and then were asked to indicate the one they would have considered to be ideal. Six models were offered for them to choose from, as listed in Figure 9-10, and they were described in the following way: 1) President is a chief purveyor of goods, etc. (competitive market), 2) organized to achieve predetermined well-defined goals (administrative), 3) conflicting interest of constituents and personnel are resolved to follow contracts and various social arrangements (collective bargaining), 4) president functions as a chief politician among the constituents who have the voting power (democratic), 5) the president leads various groups into seeking consensus among conflicting interest (consensus), 6) individuals with a high degree of autonomy make their own decisions with primary regard to their own concerns rather than those of the college (anarchy). From Figure 9-10



Notes:

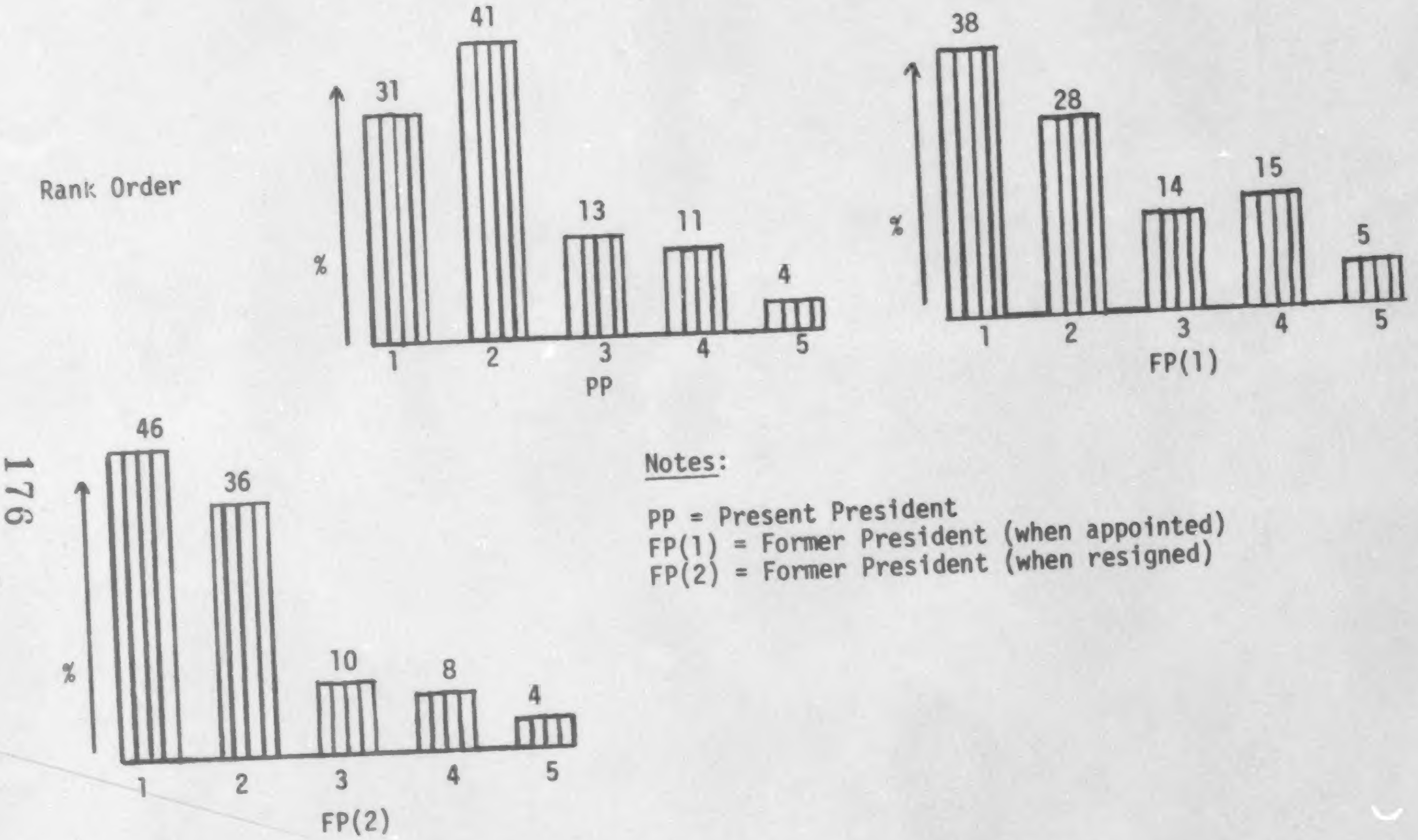
Six Models offered for choices were:

1. Competitive Market
2. Administrative
3. Collective Bargaining
4. Democratic
5. Consensus
6. Anarchy

Figure 9-10. College Governance Model (Actual - Ideal)

one can see that a substantial majority of the present presidents would have preferred the administrative mode (i.e., where the institution was organized for the major purpose of achieving goals that were predetermined and well defined). These chief executives apparently prefer to reduce some of the ambiguity associated with roles they play in their present governance mode.

The second question in this category had to do with the manner in which presidents ranked the college programs. Several types of curriculums were provided as choices: a) general studies, b) vocational studies, c) preprofessional studies (i.e., senior college transfer oriented), d) adult-continuing (i.e., part-time) studies, and e) basic studies (i.e., preparatory for college level studies). Of special interest here is the distribution of rank ordering for the vocational studies curriculum, displayed in Figure 9-11. Program priorities for present presidents appeared to reside among general studies, vocational studies and preprofessional studies, in that order. Of special interest is the clear tendency for the former presidents to place first program priority on vocational studies.



Notes:

PP = Present President
FP(1) = Former President (when appointed)
FP(2) = Former President (when resigned)

Figure 9-11. Distribution of Rank Ordering of Vocational Studies Curriculum

E. Decision-Making Activities

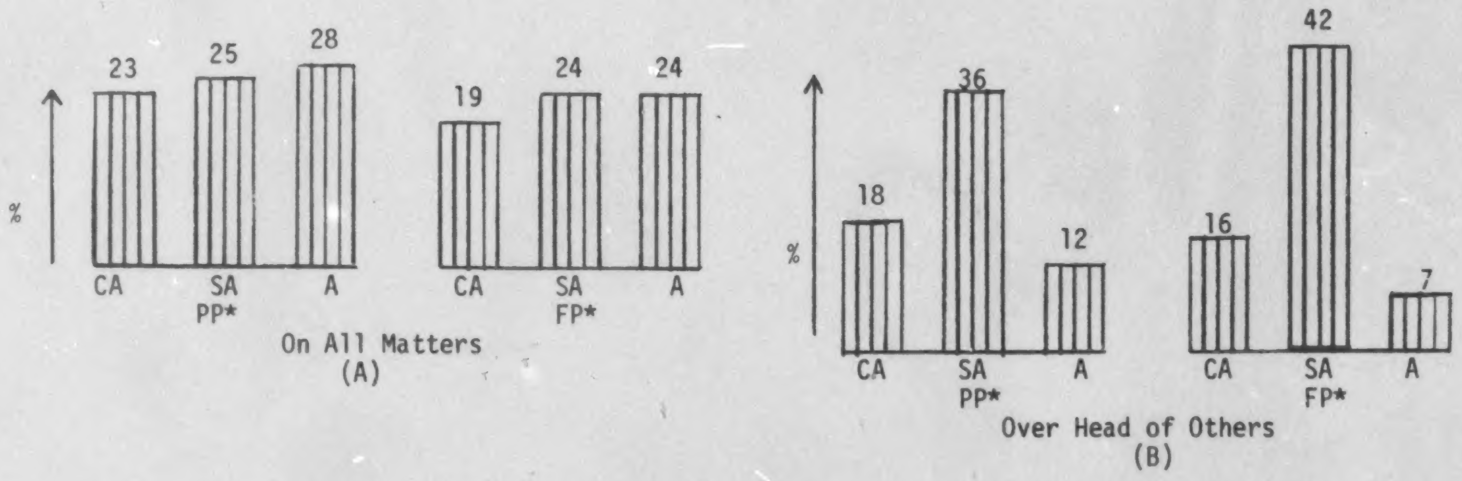
Internal governance is one of the many roles that a community junior college president must assume. The nature of the decisions made by a president relate to his conceptions of governance in a relationship to the situational scene within the environment of that institution. The present and former presidents that comprise the samples were asked to respond to five decision-making related questions.

First in this series dealt with presidential decision-making on all matters. See Figure 9-12A. The significant differences between the responses of the two groups of chief executives was in the direction of present presidents more strongly perceiving themselves as making decisions in all matters.

The next question had to do with presidential decision-making over the heads of others. The intent of this question was to measure in a very crude manner the extent to which a president would tend to make a decision over the head of a person who previously had been delegated that responsibility, perhaps in the interest of more rapidly resolving a dilemma. See Figure 9-12B.

A third question in this series dealt with delegation of decision-making authority by the president. There were no significant differences in the responses of the two groups and there was general agreement with the statement (see Figure 12C).

Presidential decision-making on matters of a minor nature is the fourth one illustrated in Figure 9-12D. The intent here was to determine whether or not presidents would just as carefully consider such matters as those which are of major concern. There was general agreement among both that they allocated an equal degree of consideration for decision-making in minor matters as they did in major concerns.



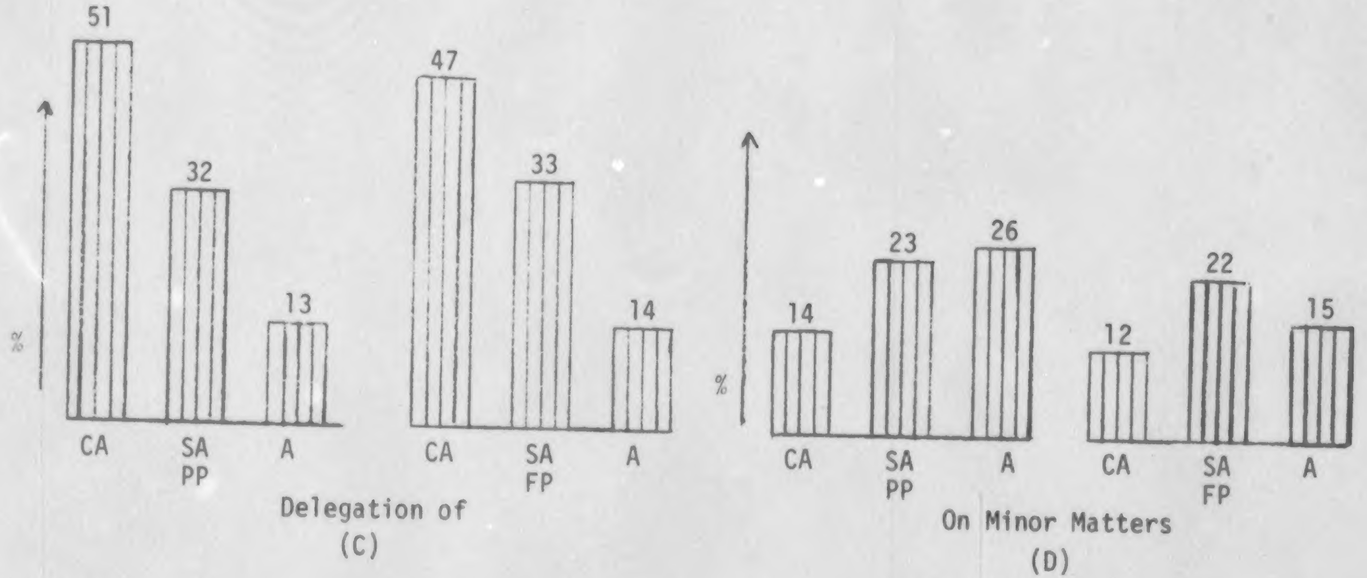
On All Matters
(A)

Over Head of Others
(B)

Notes:

PP = Present President
FP = Former President
CA = Completely Agree
SA = Strongly Agree
A = Agree
* = Significant Differences between asterisked groups

Figure 9-12A & B. Presidential Decision-Making



Notes:

PP = Present President
FP = Former President
CA = Completely Agree
SA = Strongly Agree
A = Agree
* = Significant Differences between asterisked groups

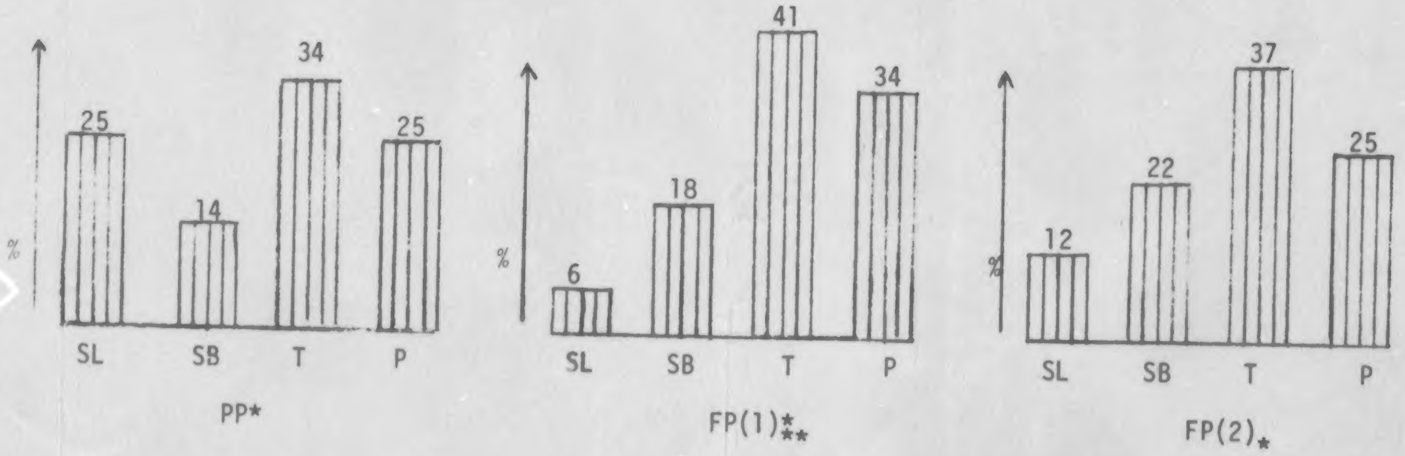
Figure 9-12C & D. Presidential Decision-Making

The fifth question in this series dealt with the presidents' perceptions of where the real decision-making power resides. See Figure 9-13 for distribution of responses.

As was found with regard to roles, perceptions of former presidents with regard to decision-making from the time they were first appointed to when they resigned changed such that their final perceptions were more congruent with those of the present presidents.

F. Work Schedule

Six items relating to the work schedule of the president were included in this study. See Figure 9-14. The college president conducts his activities in a mixture of several configurations. These questions can be examined in terms of weekly allocations of time and time spent with certain groups, and can be described in several ways. 1) The president as an administrator: in this context he deals with his lower level administration and faculty. 2) The president as a political leader: here he deals with his constituents. Some aspects of his typical workweek schedule, percent of weekly time allocation, time spent with certain groups, frequency of board meetings, and attendance at professional conferences have relationships with these political concerns. 3) The chief executive needs also, on occasion, to function as an entrepreneur, where he deals with business and industrial oriented persons of the community, with his custodial staff, and with the suppliers of sundry goods consumed within the college community. The questions that have some concern with this aspect of the presidential activities include typical workweek, weekly time allocation, and time spent with certain groups.



Notes:

SL = State Legislature
SB = State Board
T = Trustees
P = President
PP = Present President
FP(1) = Former President (when appointed)
FP(2) = Former President (when resigned)
* = Significant differences between asterisked groups

Figure 9-13. Site of Real Decision-Making Power

Question	Configuration[a] 1	2	3	4	5
A. Typical Work Week		X	X	X	X
B. Weekly Time Allocation	X	X	X		
C. Time Spent With Certain Groups	X	X	X	X	X
D. Allowance for Personal Fatigue					X
E. Frequency of Board of Trustee Meetings		X			
F. Number of Professional Conferences Attended		X		X	

[a] The configurations of presidential activities are (1) Administrator; (2) Political Leader; (3) Entrepreneur; (4) Personal Professional Development Participant; (5) Practictioner in Personal Health Concerns.

Figure 9-14. Relationships Between Six Presidential Activities Configurations and Several Questions

4) This configuration has to do with the continued professional development of the chief executive. Items that relate to this concern include typical workweek, weekly time allocation, time spent with certain groups, and number of professional conferences attended. 5) The final configuration has to do with personal health and related matters that are tangential to presidential activities. The questions that relate to this include typical workweek, time spent with certain groups, and allowance for personal fatigue.

Of interest is the overlap of most of the questions into two or more of these configurations, as shown in Figure 9-14. The reason, of course, is that the nature of specific responses within each question introduced the overlapping effect.

Having described the configurations, let us examine the results of the six questions dealing with work schedules. First, consider the typical workweek (see Figure 9-15A). The findings show that both kinds of presidents spend a great majority of their typical workweek on campus. While on campus, it can be suspected that they operate in the administrator, and possibly to some limited extent, the political leader activity configurations previously described.

The percentages of his typical weekly schedule devoted to each of several activities are shown in Figure 9-15B. As might be expected, "talking with people" was allocated a greatest percentage of the time by both presidential groups. While engaged in this form of activity, the president could be involved with one of the following activity configurations: administration, political leader, and/or entrepreneur.

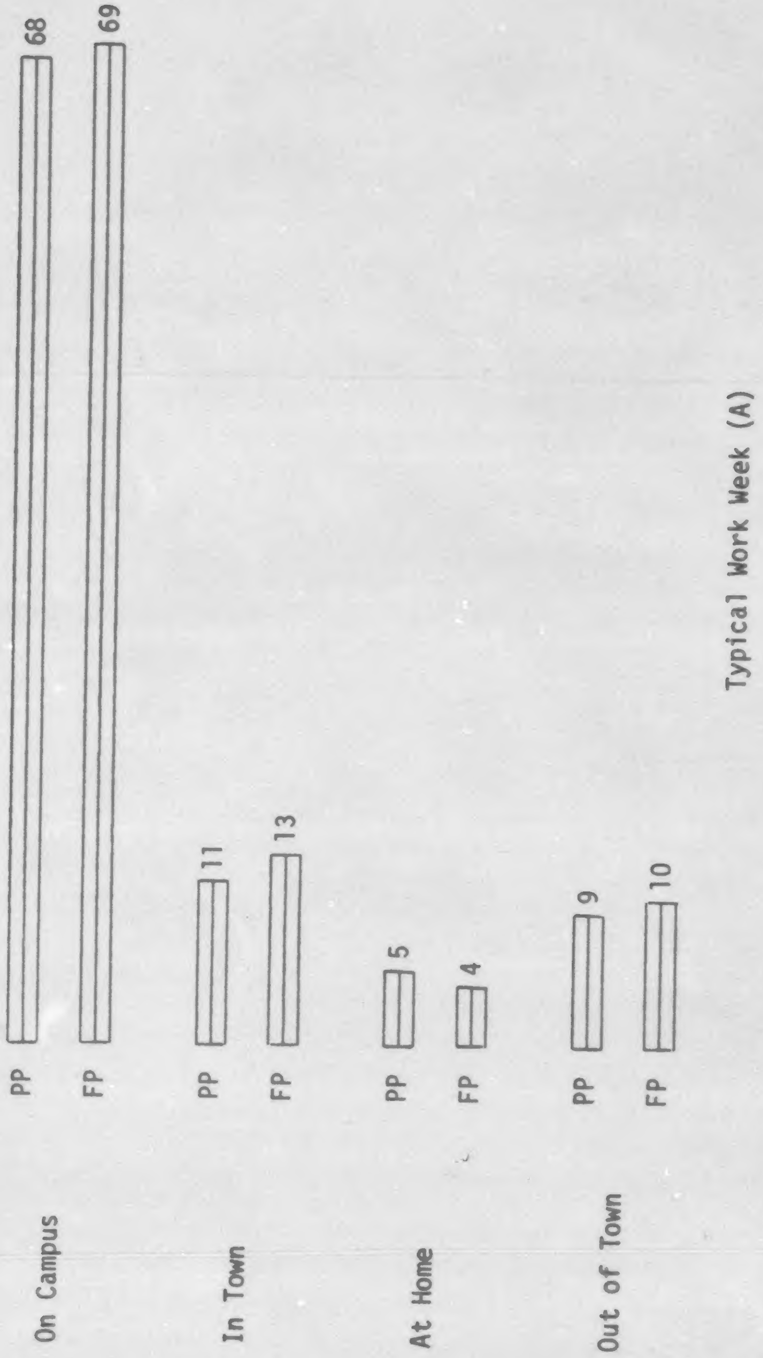


Figure 9-15A. Work Schedules

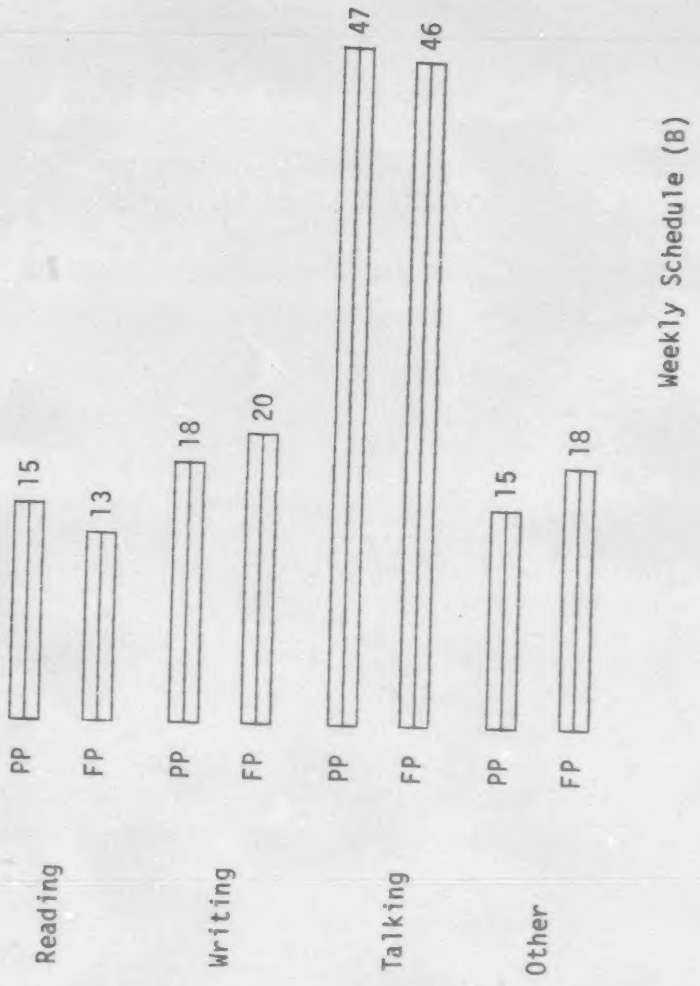


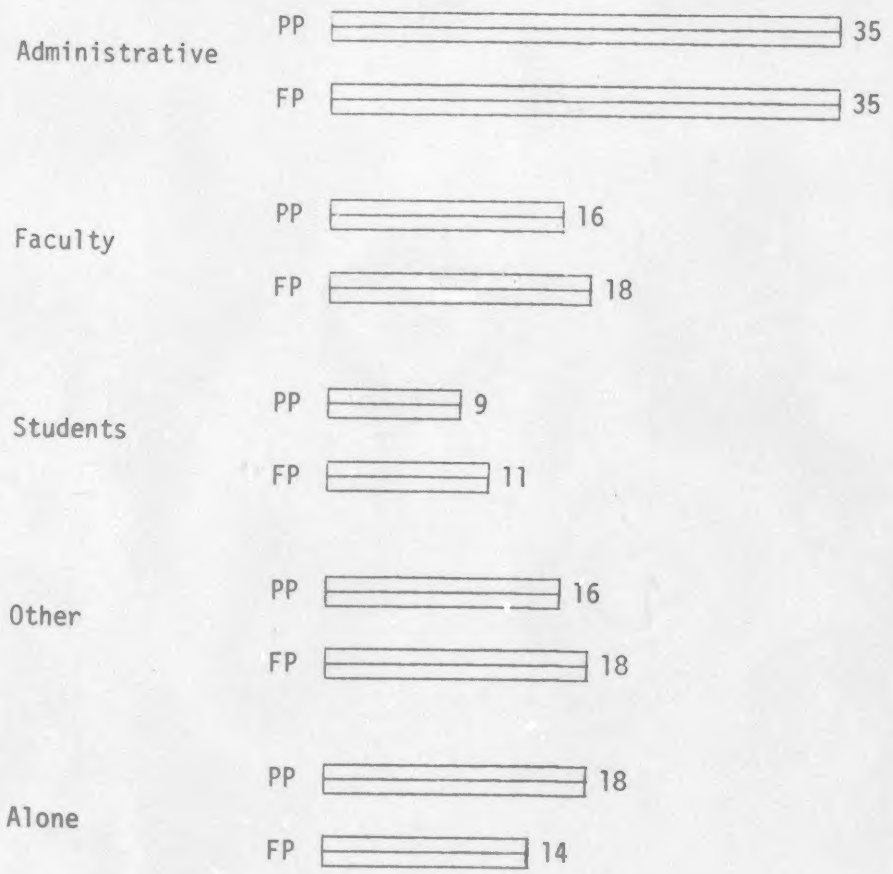
Figure 9-15B. Work Schedules

The time spent by presidents with certain groups was the next question. See Figure 9-15C. "Administrative associates" is the group with which both present and former presidents spent more time than any other single group listed. While engaged in this, the presidents are most likely functioning within the administration or political leader activities configuration.

Allowance for personal fatigue was the next inquiry made of both kinds of presidents. See Figure 9-15D. This question pertained exclusively to the fifth configuration (practitioner in personal health concerns).

Frequency of board meetings was the fifth inquiry in this series. See Figure 9-15E.

The final question in this series had to do with the frequency of attendance at professional conferences during the year 1973-74. See Figure 9-15F. This query touched upon two of the five presidential activity configurations described earlier. These are: The political leader and personnel professional development configurations. These findings clearly point to the fact that community junior college presidents are heavily involved with professional conferences. Such activities fall within the rubric of political leader, and in many instances, one can believe that the chief executive is also engaging in such activities for reasons within the personal professional development participation activity configuration. Therefore, the president may very likely be a contributer of information at some conferences while a receiver of information at others.



Time Spent With Certain Groups (C)

Figure 9-15C. Work Schedules

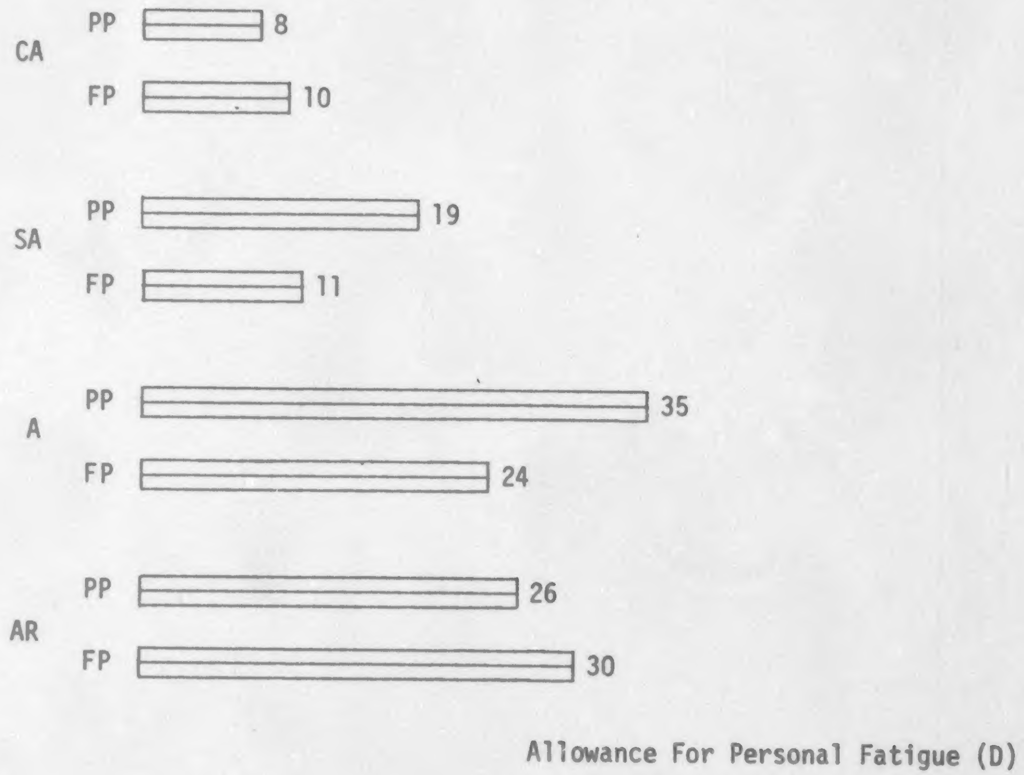
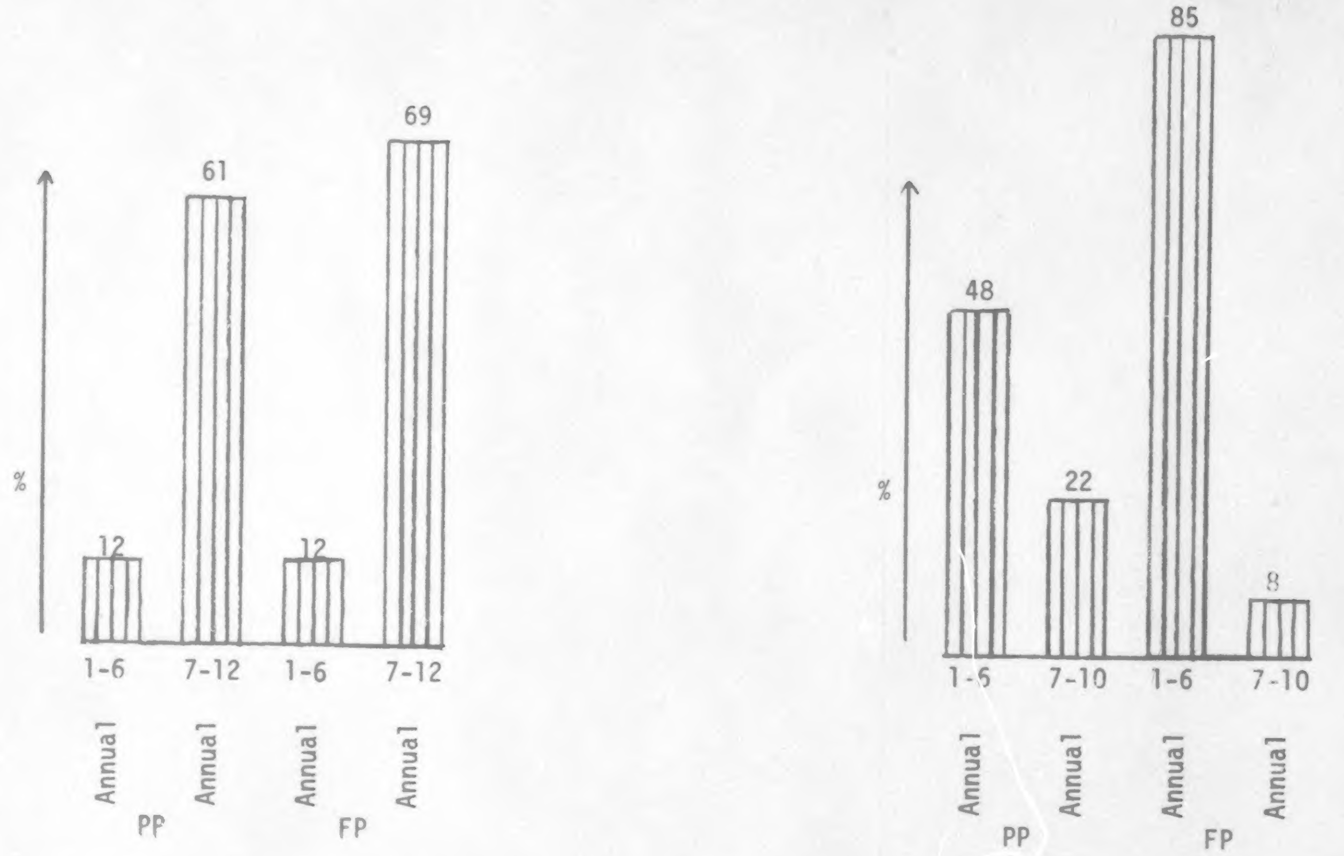


Figure 9-15D. Work Schedules



Frequency of Board Meetings
(E)

Professional Conferences
During 1973-74 (F)

Notes: PP = Present President
FP = Former President

Figure 9-15E & F. Work Schedules

G. What Happened to Former Presidents

The position of president is vacated and filled more frequently than is the case with college faculty. After serving for a number of years, they resigned, retired, are dismissed, or die. Some observers feel that those individuals who succeed in solving the problems associated with the position are those with the longest time in office. But such a belief can be challenged: How many of the longer tenured presidents would have moved on to another position if a sufficiently attractive job offer was made? The answer to this query is certainly unknowable. It does appear logical to assume that an individual remains a two-year college president as long as he perceives himself as successfully performing the roles of chief executive while simultaneously viewing it as the best position available to him. The board of trustees may ask a president to resign (or retire) if they perceive that he is not solving the problems associated with the position. Only in rare cases is a president actually fired.

The first inquiry in this series delves into the destination of the prior president. About a third of each indicated that they were the first president of their institution, which was expected in view of the fact that many of the community junior colleges opened in the late 1960's and 1970's. See Figure 9-16A.

Tenure of the preceding president was ascertained, and the results are shown in Figure 9-16B. It is interesting to note the tendency for a greater proportion of short tenure previous chief executives in the group of schools from which the former presidents came. One can conjecture over whether such community colleges, \for reasons unknown to this writer, are predisposed to holding their presidents for shorter terms.

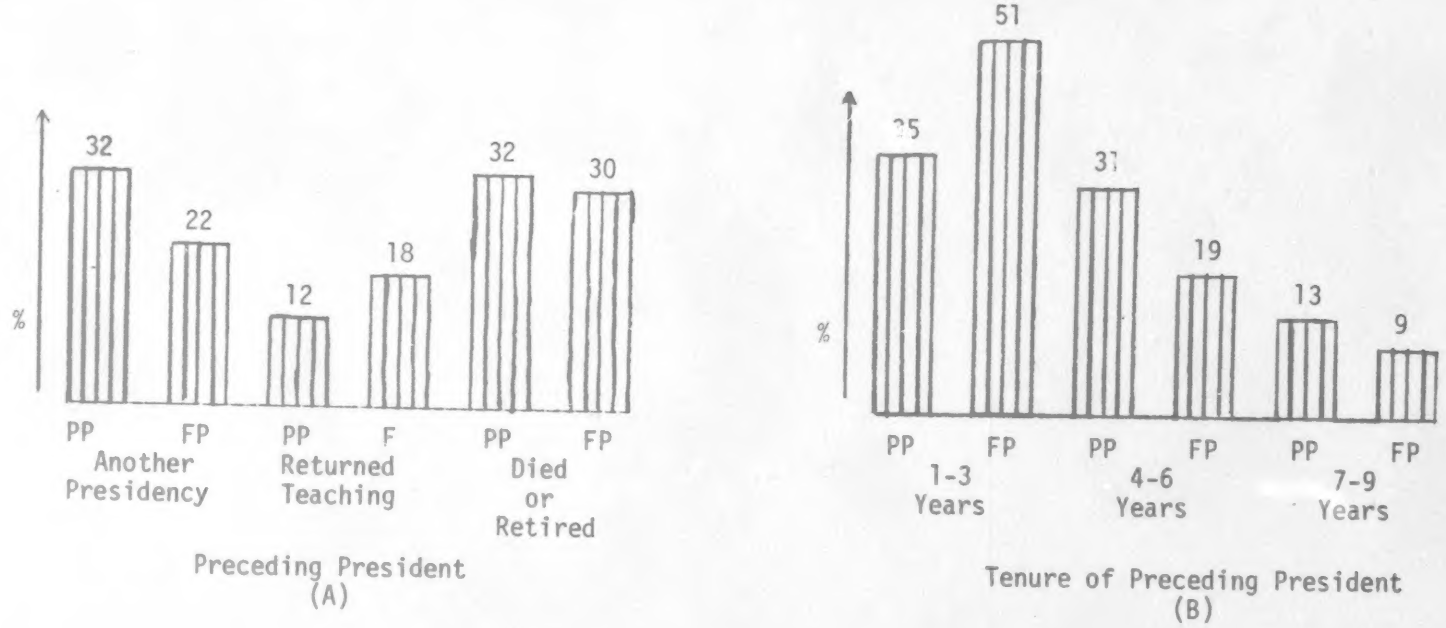
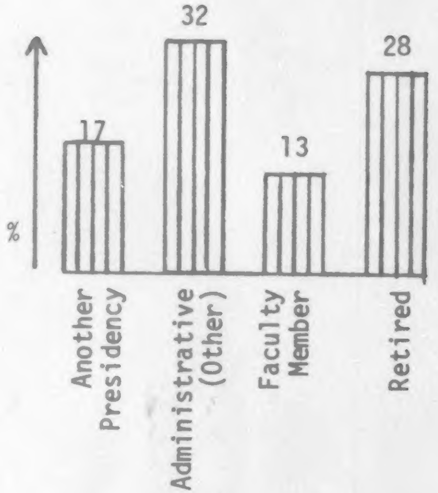


Figure 9-16A & B. Where Did the Former Presidents Go?



Former Presidents Employment
After Resignation (C)

Notes:

PP = Present President
FP = Former President

Figure 9-16C. Where Did the Former Presidents Go?

The employment of former presidents immediately after their resignation was the third question in this series. See Figure 9-16C. The heavy proportion of retirements tends to mask the relationship between leaving the presidency and lack of congruency between presidential style with constituency expectation requirements (as illustrated earlier in Figure 9-7). It is commonly believed that retirement, for those old enough to do so, is a convenient way out of a difficult situation, whereas many of them may have delayed entry into retirement if the job had been going well.

A final inquiry in this category had to do with present employment of former presidents. And it was found that the great majority of the former presidents still held the positions they took immediately after they resigned. Inasmuch as these individuals had been away from that presidency for a length of time only varying from one to four years, such a finding is not completely unexpected.

H. Differences and Similarities Between Present and Former Presidents

Those items in which statistically significant differences between the present and former presidents are displayed in Figure 9-17. A major observation is the tendency for former presidents to perceive themselves as having more influence on matters than seen by present presidents. Also, former presidents were more likely to assign first ranking to vocational studies, which was ranked second by the present presidents.

	Item	Difference
1.	Year of Appointment	F.P. had earlier appointment
2.	Administrative Experience Other Than Public Two-Year Colleges	F.P. had more such experiences
3.	Authorship	F.P. wrote more books and journal articles
4.	Most Important Single Function	P.P. more heavily favored "institutional manager"
5.	Role in Times of Internal Disagreements and Tensions	P.P. more heavily favored "mediator" role; F.P. (1) more heavily favored advocate of the board role"
6.	Influence on Budget	F.P. more favored toward "total-much"
7.	Influence on Curriculum Planning	F.P. more favored toward "total-much"
8.	Influence on Faculty	F.P. more favored toward "total-much"
9.	Influence on Students	F.P. more favored toward "total-much"
10.	College Governance Model	P.P. viewed "administrative model" as ideal twice as great as actual model
11.	Rank Ordering of Curriculum	F.P. ranked "vocational studies" higher
12.	Decision-Making on All Matters	P.P. more strongly agree
13.	Decision-Making Over Heads of Others	F.P. more strongly agree
14.	Site of Real Decision-Making	P.P. more strongly favored "state legislatures," F.P. more strongly favored "president"

Figure 9-17. Significant Differences Between Present and Former Presidents

I. The Future of Two-Year College Presidents: A Prediction

When massaging a crystal ball, any wise "fortune teller" begins by complaining about the foggy condition of the crystal ball at that moment. And so will I--the inside of our crystal ball is obscured by several uncertainties: 1) the national economy, 2) the rank ordering of collegiate education among national priorities, 3) the faculty union movement, 4) continuing education for middle-aged career changers and post-retirement career seekers, 5) vocationalism in community colleges.

The state of the economy is the underpinning for most of what will happen in community junior colleges in the future. Historically, changes in the economy are quickly reflected in educational budgets. Should the economy remain in its present state, we will experience enrollment and budget stability in the community junior college movement. Such stability may be reflected in longer tenures of office for most presidents, since there will be relatively few changes that would create controversy between the chief executive and the various components in the college. The only exception would be the effect of unionism on the presidency, which could create confrontations that sometimes provoke resignations. Added to the prospect of a stabilized economy is the possibility that pressures to provide college opportunities for more people may further subside. Should this occur, enrollments and budgets might even decrease, and the office of the president could become even less eventful and correspondingly secure.

The major movement toward jeopardizing the college presidency over the long haul is the faculty union movement referred to earlier. In some industries in the past, a stable or poor economy has increased union militancy but in the long run, every recession or depression results in weakened and impoverished unions. It remains to be seen if a long stabilized or downward plateau economy will affect faculty unionism. One thing regarding this seems to be predictable: If faculty unions become more prevalent, the presidency will become a more hazardous occupation.

A recent concern about career changing for middle-aged persons and career preparation for retirees may impact the community colleges. If so, the result may include greater enrollments and budgets. It is even conceivable, should such concerns emerge, that some community colleges will again grow rapidly, thereby creating more opportunities for aspiring presidents. But it is more likely that there will not be a major surge of enrollments from the emergence of such a movement. Being pragmatic, community junior colleges are becoming more vocationally oriented. But it appears that this trend has resulted not from a true belief in vocational education, but primarily because the traditional college student now has little difficulty in enrolling in a senior college or university in his freshmen year, and do not seek entry into community colleges. The two-year college must become more vocational in their programs in order to survive--and they will. But this will merely enable these institutions to maintain enrollments and budgets at or even below their present levels. An important ramification is that trustees will be more likely to select presidents who have strong orientations and experiences in vocational studies, than has been the case in the past.

In conclusion, the community college presidency is not a controversial "hot spot" in most places, and probably won't be except in a few situations where the president may inadvertently or foolishly become caught in a cross fire between faculty unions and trustees. Wise presidents, as in the past, will either serve as mediators or stay out of such process entirely. Community college presidents will become more "managerial" in their activities, and further removed from teaching and teachers. The day when the president was also an active scholar on the campus is gone (and may have never existed anyway). We are in the age of presidential managers and chief executives--and this will become even more so in the future.

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Appendix I

Questionnaire and Letters to Present Presidents

October 2, 1974

Dear Colleague:

I hope my name is familiar to you. Last year about this time you were asked to provide data for an inquiry into the status and role of female vocational teachers (as perceived by themselves and their presidents). Since that time the study has been completed and you were provided a copy of the final report, which was a dissertation project by Dr. Elizabeth Camp King (if you didn't receive a copy, I will be happy to send you one immediately).

The reason for reviewing all of this with you is that I am about to ask you for assistance in obtaining data for another study. This new investigation is concerned with the two-year college presidency. It will attempt, by use of information from several sources (including selected present and former two-year college presidents), to identify characteristics and elements associated with both types of presidents (i.e., those who persist and those who resigned to take other positions). From this, I hope to be able to identify differences between and commonalities among the two types of two-year college presidents.

Your contribution, through completion of the enclosed questionnaire, is most important to the ultimate success of this inquiry. Your identification is carefully coded so as to provide complete confidentiality. Because of the nature of the questions, it is important that they be directly answered by you (the president). A preaddressed postage paid return envelope is enclosed for convenient return of your completed questionnaire. I again promise you a copy of the study, which will be completed by late spring-summer of 1975, and I hope it will be both interesting and useful to you.

Thank you in advance for your most valued help. Best wishes in your endeavors as a two-year college president.

Sincerely,

__ __ __ __ __ __ __ __ __ __ (Identifier)

STUDY OF TWO-YEAR COLLEGE PRESIDENTS

A. Demographic Information (Form 1)

Please complete the following.

19_____ 1. Birth Year

2. Present Marital Status

_____ Married
_____ Unmarried

19_____ 3. Year of appointment to this presidency

$______ 4. Salary at time of appointment (annual before deductions)

$______ 5. Present Salary (annual before deductions)

_______ 6. Number of college presidencies you have held (including this one)

_______ 7. College administrative experience (years)

_______ 8. College teaching experience (years)

_______ 9. Other educational administration experience (years)

_______10. Other (than college) teaching experience (years)

_______11. Work experience outside education (years)

_______12. Frequency of board of trustees meetings (per year)

_______13. Number of professional conferences you attended 1973-74

14. Do you have at least one full-time professional whose complete assignment is in institutional research?

_____ yes
_____ no

15. Total college operating budget for 1973-74 (nearest hundred thousand)

$______ Millions

16. Geographic location of your college

_____ rural
_____ urban

__ __ __ __ __ __ __ __ __ __ (Identifier) B. QUESTIONNAIRE (Form 1)

Please indicate your choice for each statement below.

1. What degree of influence do you have upon the college budget?
_____ a. Total (100%)
_____ b. Much (75%)
_____ c. Some (50%)
_____ d. Little (25%)
_____ 3. None (0%)

2. As president, you don't have to make a decision about all matters brought before you.
_____ a. Completely agree (100%)
_____ b. Strongly agree (75%)
_____ c. Agree (50%)
_____ d. Agree with reservations (25%)
_____ e. Disagree (0%)

3. How is your typical work week (% of total work week) divided in terms of where you work?
_____% a. On campus
_____% b. In town, but off campus
_____% c. At home
_____% d. Out of town

4. What do you perceive as your most important single function as president?
_____ a. Agent of the faculty
_____ b. Institutional manager
_____ c. Mediator between faculty and board
_____ d. Agent of the board
_____ e. Public relations

5. How long did the president before you serve in that position?
_____ a. Does not apply, I am the first president of this college
_____ b. Years

6. Indicate number of published writings you have completed since 1970 in each of the categories below: (Complete each blank please, even if zero)
_____ a. Professional books
_____ b. Textbooks
_____ c. Other books or monographs
_____ d. Journal articles
_____ e. Newspaper articles

7. Several college governance models are listed below. Indicate: (a) the one that most closely resembles your present situation, and (b) the one you considered the most desirable.

(a) present (b) ideal

______ ______ a. Model A: President is a chief purveyor of goods (i.e., students, faculty, other personnel, etc.)

______ ______ b. Model B: Organized to achieve predetermined well defined goals

______ ______ c. Model C: Conflicting interests of constituents and personnel are resolved through formal contracts and various social arrangements

______ ______ d. Model D: President functions as chief politician among the constituents who have the voting power

______ ______ e. Model E. The president leads various groups into seeking consensus among conflicting interests

______ ______ f. Model F: Many individuals with high degree of autonomy make own decisions with primary regard to their own concerns rather than those of the college

8. Indicate the extent to which you influence curriculum planning in your college:

_____ a. Total (100%)
_____ b. Much (75%)
_____ c. Some (50%)
_____ d. Little (25%)
_____ e. None (0%)

9. You would not make a decision over the head of a person who should make that decision.

_____ a. Completely agree (100%)
_____ b. Strongly agree (75%)
_____ c. Agree (50%)
_____ d. Agree with reservations (25%)
_____ e. Disagree (0%)

10. Indicate percentage of your typical weekly schedule devoted to each of the following activities:

_____% a. Reading
_____% b. Writing reports and other documents
_____% c. Talking with people
_____% d. Other

11. What is your major role as president in times of internal disagreements and tensions?

_____ a. Advocate of the board of trustees
_____ b. Arbiter
_____ c. Mediator
_____ d. Advocate of the faculty
_____ e. Advocate of the students
_____ f. Remain out of the process completely

12. Where did the previous president of your college go?
_____ a. Question does not apply, I am the first president of this college
_____ b. Assumed presidency of another two-year college
_____ c. Assumed presidency of a senior college or university
_____ d. Assumed presidency of another kind of educational institution
_____ e. Assumed a lower level administrative position in this college
_____ f. Assumed a lower level administrative position in another college
_____ g. Returned to teaching in this college
_____ h. Returned to teaching in another college
_____ i. Left education entirely
_____ j. Retired
_____ k. Died while in office

13. What previous experience helped you the most in your present role as president?
_____ a. Serving in a lower level administrative capacity
_____ b. Serving as a faculty member
_____ c. My last graduate degree program
_____ d. My work experience outside the field of education
_____ e. Serving in a previous presidency

14. Several varieties of college curricula are listed below, please rank them in the order of their importance in your college:
_____ first a. General Studies
_____ second b. Vocational Studies (i.e., job preparation oriented)
_____ third c. Preprofessional Studies (i.e., senior college transfer oriented)
_____ fourth d. Adult-continuing (i.e., part-time) studies
_____ fifth e. Basic Studies (i.e., preparatory for college level studies)

15. Indicate the extent to which you influence facilities planning in your college:
_____ a. Total (100%)
_____ b. Much (75%)
_____ c. Some (50%)
_____ d. Little (25%)
_____ e. None (0%)

16. You delegate some of your decision-making
_____ a. Completely agree (100%)
_____ b. Strongly agree (75%)
_____ c. Agree (50%)
_____ d. Agree with reservations (25%)
_____ e. Disagree (0%)

17. What percentage of your typical weekly work schedule is spent with:
_____% a. Administrative Associates
_____% b. Faculty
_____% c. Students
_____% d. Off campus individuals
_____% e. Alone

18. What do you perceive as your major presidential role in collective bargaining?
_____ a. Does not apply, faculty is not unionized
_____ b. Advocate of the board of trustees
_____ c. Arbiter
_____ d. Mediator
_____ e. Advocate of the faculty
_____ f. Liason between board and the faculty
_____ g. Remain out of the process completely

19. What type of position did you hold immediately prior to assuming your present presidency?
_____ a. Dean (full, associate, or assistant)
_____ b. Faculty member (professor, etc.)
_____ c. Other educational administrative position
_____ d. A position outside of education

20. Indicate the extent to which you influence your faculty.
_____ a. Total (100%)
_____ b. Much (75%)
_____ c. Some (50%)
_____ d. Little (25%)
_____ e. None (0%)

21. Decisions on matters deemed to be of a minor nature are just as carefully considered by you as those which are of major concern.

_____ a. Completely agree (100%)
_____ b. Strongly agree (75%)
_____ c. Agree (50%)
_____ d. Agree with reservations (25%)
_____ e. Disagree (0%)

22. You allow for personal fatigue on a continuing basis.
_____ a. Completely agree (100%)
_____ b. Strongly agree (75%)
_____ c. Agree (50%)
_____ d. Agree with reservations (25%)
_____ e. Disagree (0%)

23. Indicate the extent to which you influence students in your college:
_____ a. Total (100%)
_____ b. Much (75%)
_____ c. Some (50%)
_____ d. Little (25%)
_____ e. None (0%)

24. Where does the real decision-making power of your college exist at this time?
_____ a. State legislature
_____ b. State board (or agency)
_____ c. Trustees
_____ d. President
_____ e. Faculty
_____ f. Students

25. To what extent do you influence your board of trustees in their governance decisions?
_____ a. Total (100%)
_____ b. Much (75%)
_____ c. Some (50%)
_____ d. Little (25%)
_____ e. None (0%)

October, 1974

Dear Colleague:

You may recall that on October 2, 1974 you were mailed a questionnaire and demographic information form for a national study of two-year college presidents. This study will attempt, by use of information from several sources (including selected present and former two-year college presidents), to identify characteristics and elements associated with both types of presidents (i.e., those who persist and those who resigned to take other positions). From this, I hope to be able to identify differences between and commonalities among the two types of two-year college presidents.

Your contribution, through completion of the questionnaire, is most important to the ultimate success of this inquiry. Your identification is carefully coded so as to provide complete confidentiality. Because of the nature of the questions, it is important that they be directly answered by you (the president). A preaddressed postage paid return envelope was enclosed with the original questionnaire and letter for convenient return of your completed questionnaire. I again promise you a copy of the summary of the study, which will be completed by late spring-summer of 1975, and I hope it will be both interesting and useful to you.

Would you be kind enough to take ten minutes of your time to complete the instrument? I would be happy to provide you with another questionnaire if you have misplaced the first one.

Thank you in advance for your most valued help. Best wishes in your endeavors as a two-year college president.

Sincerely,

November 5, 1974

Dear Colleague:

You may recall that on October 2, 1974 you were mailed a questionnaire and demographic information form for a national study of two-year college presidents. On October 18, a reminder letter was mailed to you. I would like to again ask for your assistance. This study will attempt, by use of information from several sources (including selected present and former two-year college presidents), to identify characteristics and elements associated with both types of presidents (i.e., those who persist and those who resigned to take other positions). From this, I hope to be able to identify differences between and commonalities among the two types of two-year college presidents.

Your contribution, through completion of the questionnaire, is most important to the ultimate success of this inquiry. Your identification is carefully coded so as to provide complete confidentiality. Because of the nature of the questions, it is important that they be directly answered by you (the president). A preaddressed postage paid return envelope and new questionnaire is enclosed for convenient return of your completed questionnaire. I again promise you a copy of the summary of the study, which will be completed by late spring-summer of 1975, and I hope it will be both interesting and useful to you.

Would you be kind enough to take ten minutes of your time to complete the instrument?

Thank you in advance for your most valued help. Best wishes in your endeavors as a two-year college president.

Sincerely,

November 25, 1974

Dear Colleague:

You may recall that on October 2, 1974 you were mailed a questionnaire and demographic information form for a national study of two-year college presidents. On November 5, a reminder letter was mailed to you. I would like to again ask for your assistance. This study will attempt, by use of information from several sources (including selected present and former two-year college presidents), to identify characteristics and elements associated with both types of presidents (i.e., those who persist and those who resigned to take other positions). From this, I hope to be able to identify differences between and commonalities among the two types of two-year college presidents.

Your contribution, through completion of the questionnaire, is most important to the ultimate success of this inquiry. Your identification is carefully coded so as to provide complete confidentiality. Because of the nature of the questions, it is important that they be directly answered by you (the president). A preaddressed postage paid return envelope and new questionnaire is enclosed for convenient return of your completed questionnaire. I again promise you a copy of the summary of the study, which will be completed by late spring-summer of 1975, and I hope it will be both interesting and useful to you.

Would you be kind enough to take ten minutes of your time to complete the instrument?

Thank you in advance for your most valued help. Best wishes in your endeavors as a two-year college president.

Sincerely,

December 12, 1974

Dear Colleague:

You may recall that on October 2, 1974 you were mailed a questionnaire and demographic information form for a national study of two-year college presidents. On November 25, a reminder letter was mailed to you. I would like to again ask for your assistance. This study will attempt, by use of information from several sources (including selected present and former two-year college presidents), to identify characteristics and elements associated with both types of presidents (i.e., those who persist and those who resigned to take other positions). From this, I hope to be able to identify differences between and commonalities among the two types of two-year college presidents.

Your contribution, through completion of the questionnaire, is most important to the ultimate success of this inquiry. Your identification is carefully coded so as to provide complete confidentiality. Because of the nature of the questions, it is important that they be directly answered by you (the president). A preaddressed postage paid return envelope and new questionnaire is enclosed for convenient return of your completed questionnaire. I again promise you a copy of the summary of the study, which will be completed by late spring-summer of 1975, and I hope it will be both interesting and useful to you.

Would you be kind enough to take ten minutes of your time to complete the instrument?

Thank you in advance for your most valued help. Best wishes in your endeavors as a two-year college president.

Sincerely,

Appendix II

Questionnaire and Letters to Past Presidents

October 31, 1974

Dear Colleague:

I am conducting a nationwide study of two-year college presidents, both past and present. One of the earlier steps in the inquiry was identification of two-year college presidents who have resigned since 1970. This information was obtained from state directors of two-year colleges in the 50 states. Your name and past presidency came to my attention through that search process.

The overall purpose of the investigation is to identify characteristics and elements associated with present and former two-year college presidents. From the information I hope to identify differences between and commonalities among both types of presidents (i.e., those who persist and those who resigned to take other positions).

Your contribution, through completion of the enclosed questionnaire, is most important to the ultimate success of this inquiry. Your identification is carefully coded so as to provide complete confidentiality. A preaddressed postage paid envelope is enclosed for convenient return of your completed questionnaire.

Thank you in advance for your most valued assistance. Best wishes.

Sincerely,

__ __ __ __ __ __ __ __ __ __ (Identifier)

STUDY OF TWO-YEAR COLLEGE PRESIDENTS

A. Demographic Information (Form 2)

Please complete the following:

19____ 1. Birth year 2. Present Marital Status: _____ Married
_____ Unmarried

19____ 3. Year of appointment to presidency

19____ 4. Year of resignation of presidency

$_____ 5. Salary at time of appointment (annual before deduction)

$_____ 6. Salary at time of resignation (annual before deduction)

______ 7. College administrative experience (years)

______ 8. College teaching experience (years)

______ 9. Other educational administration experience (years)

______ 10. Other (than college) teaching experience (years)

______ 11. Experiences outside education (years)

______ 12. Frequency of board of trustee meetings during last year of your presidency (per year)

______ 13. Number of professional conferences you attended 1973-74

14. Location of college at which you were president: ____rural
____urban

15. Employment immediately after resignation (check most appropriate one)

___ a. President of another two-year college
___ b. President of a senior college or university
___ c. President of another kind of educational institution
___ d. Administrator (other than president or equivalent) in same college
___ e. Administrator (other than president or equivalent) in another college
___ f. Faculty member in same college
___ g. Faculty member in another college
___ h. Working outside of education
___ i. Retired

16. Present employment

___ a. Same as in 15 above
___ b. President of another two-year college
___ c. President of a senior college or university
___ d. President of another kind of educational institution
___ e. Administrator (other than president or equivalent) in same college
___ f. Administrator (other than president or equivalent) in another college
___ g. Faculty member in same college
___ h. Faculty member in another college
___ i. Working outside of education
___ j. Retired

__ __ __ __ __ __ __ __ __ __ (Identifier) B. QUESTIONNAIRE (Form 2)

Please indicate your choice for each statement below.

1. What degree of influence did you have upon the college budget at the time of your (a) appointment, and (b) resignation.

(a) when appointed	(b) when resigned	
_____	_____	a. Total (100%)
_____	_____	b. Much (75%)
_____	_____	c. Some (50%)
_____	_____	d. Little (25%)
_____	_____	e. None (0%)

2. While you were president, you didn't have to make a decision about all matters brought before you.

_____ a. Completely agree (100%)
_____ b. Strongly agree (75%)
_____ c. Agree (50%)
_____ d. Agree with reservations (25%)
_____ e. Disagree (0%)

3. How did you divide your typical work week (percent of total work week) in terms of where you worked while you were president?

_____% a. On campus
_____% b. In town, but off campus
_____% c. At home
_____% d. Out of town

4. What did you perceive as your most important single function as president? (a) at the time you were appointed, and (b) at the time you resigned.

(a) when appointed	(b) when resigned	
_____	_____	a. Agent of the faculty
_____	_____	b. Institutional manager
_____	_____	c. Mediator between faculty and board
_____	_____	d. Agent of the board
_____	_____	e. Public relations

5. How long did the president before you serve in that position?

_____ a. Does not apply, I was the first president of the college
_____ b. Years

6. Indicate number of published writings you have completed since 1970 in each of the categories below: (Complete each blank please, even if zero)

_____ a. Professional books
_____ b. Textbooks
_____ c. Other books or monographs
_____ d. Journal articles
_____ e. Newspaper articles

7. Several college governance models are listed below. Indicate: (a) the one that most closely resembles your situation at the time of your resignation, and (b) the one you would have considered the most desirable.

(a) when resigned	(b) ideal	
_____	_____	a. Model A: President is a chief purveyor of goods (i.e., students, faculty, other personnel, etc.)
_____	_____	b. Model B: Organized to achieve predetermined well defined goals
_____	_____	c. Model C: Conflicting interest of constituents and personnel are resolved through formal contracts and various social arrangements
_____	_____	d. Model D: President functions as chief politician among the constituents who have the voting power
_____	_____	e. Model E: The president leads various groups into seeking consensus among conflicting interests
_____	_____	f. Model F: Many individuals with high degree of autonomy make own decisions with primary regard to their own concerns rather than those of the college

8. Indicate the extent to which you influenced curriculum planning in your college at the time of your (a) appointment, and (b) resignation.

(a) when appointed	(b) when resigned	
_____	_____	a. Total (100%)
_____	_____	b. Much (75%)
_____	_____	c. Some (50%)
_____	_____	d. Little (25%)
_____	_____	e. None (0%)

9. While you were president, you would not make a decision over the head of a person who should have made that decision.

_____ a. Completely agree (100%)
_____ b. Strongly agree (75%)
_____ c. Agree (50%)
_____ d. Agree with reservations (25%)
_____ e. Disagree (0%)

10. Indicate percentage of your typical weekly schedule devoted to each of the following activities while you were president?

_____% a. Reading
_____% b. Writing reports and other documents
_____% c. Talking with people
_____% d. Other

11. What did you perceive as your major role as president in times of internal disagreements and tensions at the time you were (a) appointed, and (b) resigned?

(a) when appointed	(b) when resigned		
_____	_____	a.	Advocate of the board of trustees
_____	_____	b.	Arbiter
_____	_____	c.	Mediator
_____	_____	d.	Advocate of the faculty
_____	_____	e.	Advocate of the students
_____	_____	f.	Remain out of the process completely

12. Where did the previous president of your college go?

_____ a. Question does not apply, I was the first president of the college
_____ b. Assumed presidency of another two-year college
_____ c. Assumed presidency of a senior college or university
_____ d. Assumed presidency of another kind of educational institution
_____ e. Assumed a lower level administrative postion in that college
_____ f. Assumed a lower level administrative position in another college
_____ g. Returned to teaching in this college
_____ h. Returned to teaching in another college
_____ i. Left education entirely
_____ j. Retired
_____ k. Died while in office

13. What previous experience helped you the most during the time you were president?

_____ a. Serving in a lower level administrative capacity
_____ b. Serving as a faculty member
_____ c. My last graduate degree program
_____ d. My work experience outside the field of education
_____ e. Serving in a previous presidency

14. Several varieties of college curricula are listed below, please rank them in the order of their importance in your college at the time of your (a) appointment, and (b) resignation.

rank order

(a) when appointed		(b) when resigned			
_____	first	_____	first	a.	**General Studies**
_____	second	_____	second	b.	Vocational Studies (i.e., job preparation oriented)
_____	third	_____	third	c.	Preprofessional Studies (i.e., senior college transfer oriented)
_____	fourth	_____	fourth	d.	Adult-continuing (i.e., part-time) studies
_____	fifth	_____	fifth	e.	Basic Studies (i.e., preparatory for college level studies)

15. Indicate the extent to which you influenced facilities planning in your college at the time of your (a) appointment, and (b) resignation.

(a) when appointed	(b) when resigned	
_____	_____	a. Total (100%)
_____	_____	b. Much (75%)
_____	_____	c. Some (50%)
_____	_____	d. Little (25%)
_____	_____	e. None (0%)

16. While you were president, you delegated some of your decision-making.

_____ a. Completely agree (100%)
_____ b. Strongly agree (75%)
_____ c. Agree (50%)
_____ d. Agree with reservations (25%)
_____ e. Disagree (0%)

17. What percentage of your typical weekly work schedule was spent with the following while you were president?

_____% a. Administrative Associates
_____% b. Faculty
_____% c. Students
_____% d. Off campus individuals
_____% e. Alone

18. What did you perceive as your major presidential role in collective bargaining at the time you (a) were appointed, and (b) resigned.

(a) when appointed	(b) when resigned	
_____	_____	a. Does not apply, faculty was not unionized
_____	_____	b. Advocate of the board of trustees
_____	_____	c. Arbiter
_____	_____	d. Mediator
_____	_____	e. Advocate of the faculty
_____	_____	f. Liason between board and faculty
_____	_____	g. Remain out of the process completely

19. What type of position did you hold immediately prior to assuming the presidency?

_____a. Dean (full, associate, or assistant)
_____b. Faculty member (professor, etc.)
_____c. Other educational administrative position
_____d. A position outside of education

20. Indicate the extent to which you influenced the faculty at the time of (a) your appointment and (b) your resignation.

(a) when appointed	(b) when resigned	
_____	_____	a. Total (100%)
_____	_____	b. Much (75%)
_____	_____	c. Some (50%)
_____	_____	d. Little (25%)
_____	_____	e. None (0%)

21. While you were president, decisions on matters deemed to be of a minor nature were just as carefully considered by you as those which were of major concern.

_____a. Completely agree (100%)
_____b. Strongly agree (75%)
_____c. Agree (50%)
_____d. Agree with reservations (25%)
_____e. Disagree (0%)

22. While you were president, you allowed for personal fatigue on a continuing basis.

_____a. Completely agree (100%)
_____b. Strongly agree (75%)
_____c. Agree (50%)
_____d. Agree with reservations (25%)
_____e. Disagree (0%)

23. Indicate the extent to which you influenced students in your college at the time of your (a) appointment, and (b) resignation.

(a) when appointed	(b) when resigned	
_____	_____	a. Total (100%)
_____	_____	b. Much (75%)
_____	_____	c. Some (50%)
_____	_____	d. Little (25%)
_____	_____	e. None (0%)

24. Where did the real decision-making power of your college exist (a) at the time you were appointed, and (b) at the time you resigned.

(a) when appointed	(b) when resigned	
_____	_____	a. State legislature
_____	_____	b. State Board (or agency)
_____	_____	c. Trustees
_____	_____	d. President
_____	_____	e. Faculty
_____	_____	f. Students

25. Indicate the extent to which you influenced your board of trustees in their governance decisions at the time of your (a) appointment, and (b) resignation

(a) when appointed	(b) when resigned	
_____	_____	a. Total (100%)
_____	_____	b. Much (75%)
_____	_____	c. Some (50%)
_____	_____	d. Little (25%)
_____	_____	e. None (0%)

November 25, 1974

Dear Colleague:

You may recall that on October 2, 1974 you were mailed a questionnaire and demographic information form for a national study of two-year college presidents. I would like to again ask for your assistance. This study will attempt, by use of information from several sources (including selected present and former two-year college presidents), to identify characteristics and elements associated with both types of presidents (i.e., those who persist and those who resigned to take other positions). From this, I hope to be able to identify differences between and commonalities among the two types of two-year college presidents.

Your contribution, through completion of the questionnaire, is most important to the ultimate success of this inquiry. Your identification is carefully coded so as to provide complete confidentiality. Because of the nature of the questions, it is important that they be directly answered by you (the president). A preaddressed postage paid return envelope and new questionnaire is enclosed for convenient return of your completed questionnaire. I again promise you a copy of the summary of the study, which will be completed by late spring-summer of 1975, and I hope it will be both interesting and useful to you.

Would you be kind enough to take ten minutes of your time to complete the instrument?

Thank you in advance for your most valued help. Best wishes in your endeavors as a two-year college president.

Sincerely,

December 4, 1974

Dear Colleague:

You may recall that on October 2, 1974 you were mailed a questionnaire and demographic information form for a national study of two-year college presidents. On November 25, a reminder letter was mailed to you. I would like to again ask for your assistance. This study will attempt, by use of information from several sources (including selected present and former two-year college presidents), to identify characteristics and elements associated with both types of presidents (i.e., those who persist and those who resigned to take other positions). From this, I hope to be able to identify differences between commonalities among the two types of two-year college presidents.

Your contribution, through completion of the questionnaire, is most important to the ultimate success of this inquiry. Your identification is carefully coded so as to provide complete confidentiality. Because of the nature of the questions, it is important that they be directly answered by you (the president). A preaddressed postage paid return envelope and new questionnaire is enclosed for convenient return of your completed questionnaire. I again promise you a copy of the summary of the study, which will be completed by late spring-summer of 1975, and I hope it will be both interesting and useful to you.

Would you be kind enough to take ten minutes of your time to complete the instrument?

Thank you in advance for your most valued help. Best wishes in your endeavors as a two-year college president.

Sincerely,

December 16, 1974

Dear Colleague:

You may recall that on October 2, 1974 you were mailed a questionnaire and demographic information form for a national study of two-year college presidents. On December 4, a reminder letter was mailed to you. I would like to again ask for your assistance. This study will attempt, by use of information from several sources (including selected present and former two-year college presidents), to identify characteristics and elements associated with both types of presidents (i.e., those who persist and those who resigned to take other positions). From this, I hope to be able to identify differences between and commonalities among the two types of two-year college presidents.

Your contribution, through completion of the questionnaire, is most important to the ultimate success of this inquiry. Your identification is carefully coded so as to provide complete confidentiality. Because of the nature of the questions, it is important that they be directly answered by you (the president). A preaddressed postage paid return envelope and new questionnaire is enclosed for convenient return of your completed questionnaire. I again promise you a copy of the summary of the study, which will be completed by late spring-summer of 1975, and I hope it will be both interesting and useful to you.

Would you be kind enough to take ten minutes of your time to complete the instrument?

Thank you in advance for your most valued help. Best wishes in your endeavors as a two-year college president.

Sincerely,

January 8, 1975

Dear Colleague:

You may recall that on October 2, 1974 you were mailed a questionnaire and demographic information form for a national study of two-year college presidents. On December 16, a reminder letter was mailed to you. I would like to again ask for your assistance. This study will attempt, by use of information from several sources (including selected present and former two-year college presidents), to identify characteristics and elements associated with both types of presidents (i.e., those who persist and those who resigned to take other positions). From this, I hope to be able to identify differences between and commonalities among the two types of two-year college presidents.

Your contribution, through completion of the questionnaire, is most important to the ultimate success of this inquiry. Your identification is carefully coded so as to provide complete confidentiality. Because of the nature of the questions, it is important that they be directly answered by you (the president). A preaddressed postage paid return envelope and new questionnaire is enclosed for convenient return of your completed questionnaire. I again promise you a copy of the summary of the study, which will be completed by late spring-summer of 1975, and I hope it will be both interesting and useful to you.

Would you be kind enough to take ten minutes of your time to complete the instrument?

Thank you in advance for your most valued help. Best wishes in your endeavors as a two-year college president.

Sincerely,

Appendix III

Questionnaire and Letters to State Directors of Two-Year Colleges

September 9, 1974

Dear

I am in the process of designing a national study inquiring into the persistence of community-junior college presidents. An important part of this study will be a survey of persons who have left a community-junior college presidency since July, 1970. Would you provide me with names and addresses of those persons who have left the presidency of a public two-year college in your state since July, 1970? A preaddressed postage paid envelope and a form for entry of the names and addresses of past presidents are enclosed for your convenience. As in other endeavors, I will share results of this study with you. I want to thank you in advance for your cooperation and most invaluable assistance.

Best wishes.

Sincerely,

P.S. We hope that you recently received a copy of the reports entitled "Perceptions of Female Vocational Faculty Members as Seen by Themselves and College Administrators" and "Cooperation and Facility Sharing in Pennsylvania Vocational Education." These are the latest research based reports published by this department in its continued attempt to contribute to the advancement of the community-junior college movement and vocational education. Should you not have either of the above, we would be happy to send it (or both) on to you upon your request.

List of Former Community-Junior College Presidents in the State of ____________________
for years 1970-74.

Year Appointed	Year Resigned	Name	Colleges	Last Address of Former President Known to You

PLEASE USE ADDITIONAL FORM IF NECESSARY

September 30, 1974

Dear

Several weeks ago I asked if you would assist me in obtaining the names and addresses of community-junior college presidents in your state who had resigned since 1970. I am again requesting your assistance because of the importance of this information for conduct of a national study of two-year college presidents.

A preaddressed postage paid envelope is enclosed for convenient return of this list. As in other efforts conducted in the past, I will share the results of this study with you, which should be completed by late spring--early summer of 1975.

Thank you for your cooperation and invaluable assistance.

Best wishes.

Sincerely,

State Administrators 1974

ALABAMA
Earl Daniel, Director, Higher Education Section, Division of Vocational and Higher Education, State Department of Education, 415 State Office Building, Montgomery, Alabama 36104.

ALASKA
Don M. Dafoe, Vice President for Public Service, Bunnell Building, Room 104, University of Alaska, College, Alaska 99761.

ARIZONA
George Hall, Executive Director, Arizona Junior College Board, 1535 West Jefferson, Phoenix, Arizona 85007.

ARKANSAS
Thomas Spencer, Assistant Director for Community-Junior Colleges, Department of Higher Education, 401 National Old Line Building, Little Rock, Arkansas 72201.

CALIFORNIA
Sidney W. Brossman, Chancellor, California Community Colleges, 825 Fifteenth Street, Sacramento, California 95814.

COLORADO
F. Dean Lillie, Associate Director for Community Colleges, State Board for Community Colleges and Occupational Education, 215 State Services Building, 1525 Sherman Street, Denver, Colorado 80203.

CONNECTICUT
Searle F. Charles, Executive Director, Regional Community Colleges, 1280 Asylum Avenue, Hartford, Connecticut 06105.

Clinton E. Tatsch, Director, State Technical Colleges, Department of Education, P.O. Box 2219, Hartford, Connecticut 06115.

DELAWARE
Paul K. Weatherly, Executive Director, Delaware Technical and Community Colleges, Box 897, Dover, Delaware.

FLORIDA
Lee G. Henderson, Director, Division of Community Colleges, 523K, Florida State Department of Education, Tallahassee, Florida 32304.

GEORGIA
Haskin R. Pounds, Assistant Vice Chancellor, University System of Georgia, 244 Washington Street, S.W., Atlanta Georgia 30334.

HAWAII
Vice President for Community Colleges, University of Hawaii, 2444 Dole Street, Honolulu, Hawaii 96822.

State Administrators (Continued)

IDAHO
Don Keith, Executive Director for Higher Education, State Board of Education, State Department of Education, Boise, Idaho 83702.

ILLINOIS
Fred L. Wellman, Executive Secretary, Illinois Junior College Board, 544 Iles Park Place, Springfield, Illinois 62718.

INDIANA
Richard Gibb, Commissioner, Commission of Higher Education, 143 West Market Street, Indianapolis, Indiana 46204.

IOWA
William M. Baley, Associate State Superintendent, Area Schools and Career Education Branch, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319.

KANSAS
Joe Miller, Director, Community-Junior Colleges, State Department of Education, 120 East Tenth Street, Topeka, Kansas 66612

KENTUCKY
Stanley Wall, Vice President for Community Colleges, Breckenridge Hall, University of Kentucky, Lexington, Kentucky 40506.

LOUISIANA
John E. O'Dowd, Assistant Superintendent for Career Education, Department of Education, Baton Rouge, Louisiana 70804.

MARYLAND
Alfred C. O'Connell, Executive Director, State Board for Community Colleges, State Treasury Building, Annapolis, Maryland 21401.

MASSACHUSETTS
William G. Dwyer, President, Massachusetts Board of Regional Community Colleges, 177 Milk Street, Suite 410, Boston, Massachusetts 02109.

MICHIGAN
David Bland, Department of Education, P.O. Box 420, Lansing, Michigan 48902

MINNESOTA
Philip C. Helland, Chancellor, Minnesota State Junior Colleges, 301 Capitol Square Building, St. Paul, Minnesota 55101.

MISSISSIPPI
George V. Moody, Director, Division of Junior Colleges, State Department of Education, Box 771, Jackson, Mississippi 39205.

MISSOURI
Dale C. Schatz, Coordinator, Junior College Programs, State Department of Education, P.O. Box 480, Jefferson City, Missouri 65101.

State Administrators (Continued)

MONTANA
Edward W. Nelson, Coordinator of Community Colleges, 1231 Eleventh Avenue, Helena, Montana 59601.

NEBRASKA
Robert C. Schleiger, Executive Director, State Board of State Technical and Community Colleges, P.O. Box 94668, Lincoln, Nebraska 68509.

NEW HAMPSHIRE
Charles H. Green, Division Chief, Post-secondary Division, State Department of Education, 163 Loudon Road, Concord, New Hampshire 03301.

NEW JERSEY
Kenneth E. Wright, Director, Community College Program, Department of Higher Education, 225 West State Street, Trenton, New Jersey 08625.

NEW MEXICO
Bruce Peterson, Assistant Executive Secretary, State Board of Educational Finance, Legislative Executive Building, Suite 201, Santa Fe, New Mexico 87501.

NEW YORK
Murray H. Block, Acting Deputy to the Chancellor for Community College Affairs, State University of New York, 99 Washington Avenue, Albany, New York 12210.

NEVADA
Charles Donnelly, Director, Community College Division, University of Nevada System, 405 Marsh Avenue, Reno, Nevada 89502.

NORTH CAROLINA
Benjamin E. Fountain, Jr., Director, State Department of Community Colleges, Board of Education, Raleigh, North Carolina 27602.

NORTH DAKOTA
Kenneth E. Raschke, Commissioner, State Board of Higher Education, Bismark, North Dakota 58501.

OHIO
Max Lerner, Vice Chancellor for Two-year Colleges, Ohio Board of Regents, 88 East Broad Street, Columbus, Ohio 43215.

OKLAHOMA
E. T. Dunlap, Chancellor, State Regents for Higher Education. P.O. Box 53383, 118 State Capitol Building, Oklahoma City, Oklahoma 73105.

OREGON
Carrol de Broekert, Associate Superintendent for Community Colleges, Oregon Board of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310.

State Administrators (Continued)

PENNSYLVANIA

Joseph E. Bruno, Coordinator of Community Colleges, Pennsylvania Department of Education, Box 911, Harrisburg, Pennsylvania 17126.

RHODE ISLAND

William F. Flanagan, President, State System of Junior Colleges, President of Rhode Island Junior College, 400 East Avenue, Warwick, Rhode Island Junior College, 400 East Avenue, Warwick, Rhode Island.

SOUTH CAROLINA

Charles E. Palmer, Executive Director, State Board for Technical and Comprehensive Education, 1429 Senate Street, Columbia, South Carolina 29201.

Howard Boozer, Executive Director, South Carolina Commission on Higher Education, Rutledge Building, 1429 Senate Street, Columbia, South Carolina 29201.

TENNESSEE

C. C. Humphreys, Chancellor, State University Board of Regents, One Park Plaza, Nashville, Tennessee 37203.

TEXAS

Raymond M. Hawkins, Director, Community College Programs, Coordinating Board, College & University System, P.O. Box 12788, Capitol Station, Austin, Texas 78711.

UTAH

G. Homer Durham, Commissioner of Higher Education, 1200 University Club Building, 136 East South Temple, Salt Lake City, Utah 84117.

VERMONT

Robert B. Vail, Director of Professional Services, State Department of Education, Montpelier, Vermont 05602.

VIRGINIA

Dana B. Hamel, Chancellor, Virginia Community College System, P.O. Box 1558, Richmond, Virginia 23219.

WASHINGTON

John C. Mundt, Executive Director, State Board for Community College Education, P.O. Box 1666, Olympia, Washington 98501.

WEST VIRGINIA

Prince B. Woodard, Chancellor, West Virginia Board of Regents, 1316 Charleston, West Virginia 26301.

WISCONSIN

Eugene Lehrmann, State Director, Vocational-Technical and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702.

State Administrators (Continued)

WYOMING
Charles Wing, Executive Secretary, Community College Commission, State Capitol Building, Cheyenne, Wyoming.

PUERTO RICO
Herman Sulsona, Administrator of Regional Colleges, University of Puerto Rico, University Station, Box 21850, San Juan, Puerto Rico 00931.